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ABSTRACT

This manual provides curriculum materials for implementing a career exploration class in public service occupations within a Practical Arts Education program for middle/junior high school students. Introductory materials include the program master sequence, a list of public service occupations, and an overview of the competency-based instructional system for practical arts. The instructor's guide to learning activities contains guide sheets for each task assignment sheet; these guide sheets present objectives, attitudes and values to be developed, checkout activities, recommended references and audiovisuals, notes and suggestions for instruction, and references and necessary tools and equipment. Master copies of learning activities are included. Appendixes include a list of practical arts videotapes, a list of references appropriate for career exploration, and ideas for addressing students with special needs. The 40 student task assignment sheets are also included. Each contains the following components: an introduction, objectives, learning activities, checkout activities, vocabulary, instruction sheets, and a copy of the instructor's final checklist. Tasks are provided for three families of public service occupations: public safety, corrections, and judicial services; government agencies--local, state, and Federal; and education. (YLB)

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Practical Arts
INSTRUCTOR'S MANUAL

PUBLIC SERVICE OCCUPATIONS

COMPETENCY- BASED VOCATIONAL EDUCATION

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PRACTICAL ARTS

Public Service Cluster

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1982

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PROGRAM MASTER SEQUENCE

PRACTICAL ARTS

(Public Service)

CODE NUMBER		MODULE STOCK NUMBER	SLIDE STOCK NUMBER	TAPE STOCK NUMBER
	ORIENTATION			
PA-PS	Overview of Public Service	*	5-920	5-921
	PUBLIC SAFETY, CORRECTIONS AND JUDICIAL SERVICES FAMILY			
PA-PS-1	Frisking a Suspect	5-922	*	*
PA-PS-2	Informing Suspects of Their Rights	5-923	*	*
PA-PS-3	Fingerprinting a Suspect	5-924	*	*
PA-PS-4	Making Rough Sketches of Crime Scenes	5-925	*	*
PA-PS-5	Opening the Court	5-926	*	*
PA-PS-6	Selecting the Jury	5-927	*	*
PA-PS-7	Starting the Trial	5-928	*	*
PA-PS-8	Making the Opening Statements to the Court	5-929	*	*
PA-PS-9	Administering the Oath to Witnesses	5-930	*	*
PA-PS-10	Presenting Evidence to the Court	5-931	*	*
PA-PS-11	Giving Closing Arguments to the Court	5-932	*	*
PA-PS-12	Instructing the Jury	5-933	*	*
PA-PS-13	Reaching a Verdict	5-934	*	*
PA-PS-14	Sentencing the Defendant	5-935	*	*
PA-PS-15	Classifying Fires	5-936	*	*
PA-PS-16	Identifying Types of Fire Extinguishers and Their Uses	5-937	*	*
PA-PS-17	Classifying Burns	5-938	*	*
PA-PS-18	Performing Stop, Drop, and Roll Procedures	5-939	*	*
	GOVERNMENT AGENCIES--LOCAL, STATE, AND FEDERAL--FAMILY			
PA-PS-19	Using a Zip Code Directory	5-940	*	*
PA-PS-20	Figuring Postage Rates	5-941	*	*
PA-PS-21	Sorting and Delivering Mail	5-942	*	*
PA-PS-22	Writing a Campaign Speech	5-943	*	*
PA-PS-23	Making a Campaign Speech	5-944	*	*
PA-PS-24	Explaining Benefits of Joining the Military Service	5-945	*	*
PA-PS-25	Competing a 1040 Tax Form	5-946	*	*
PA-PS-26	Reporting on Government Inspection Agencies	5-947	*	*
PA-PS-27	Identifying Government Social Service Agencies	5-948	*	*
PA-PS-28	Explaining a Government Social Agency Service	5-949	*	*
PA-PS-29	Counseling the Handicapped	5-950	*	*
PA-PS-30	Identifying Good Employment Applications	5-951	*	*
PA-PS-31	Selecting the Best Job Interviewee	5-952	*	*

PRACTICAL ARTS

(Public Service)

CODE NUMBER		MODULE STOCK NUMBER	SLIDE STOCK NUMBER	TAPE STOCK NUMBER
PA-PS-32	Reading an Electric Meter	5-953	*	*
PA-PS-33	Figuring Electric Applicance Operating Costs	5-954	*	*
	EDUCATION FAMILY			
PA-PS-34	Identifying Good Teaching Characteristics	5-955	*	*
PA-PS-35	Keeping a Daily Attendance Record	5-956	*	*
PA-PS-36	Preparing a Lesson Plan	5-957	*	*
PA-PS-37	Tutoring	5-958	*	*
PA-PS-38	Solving Student/Teacher Situations	5-959	*	*
PA-PS-39	Making Library Catalog Cards	5-960	*	*
PA-PS-40	Preparing a Book Exhibit	5-961	*	*
PA-PS	Perishable	*	*	*
PA-PS	Supplemental	*	*	*
PA-PS	Instructor's Manual	5-613	*	*

PUBLIC SERVICE OCCUPATIONS

Public Safety, Corrections, and Judicial Services Family

Correction officer
FBI agent
Firefighter
Local police officer
State police officer
Prison warden
Prison guard
Lawyer
Judge
Member of Armed Forces

Government Agencies--Local, State, and Federal--Family

Mail carrier
Politician
Military recruiter
Tax consultant
Employer counselor
Rehabilitation counselor
Interviewer
Public Utility Meter Readers

Education Family

Librarian
School counselor
Teacher
Tutor
School principal
School superintendent

OVERVIEW OF THE CBVE INSTRUCTIONAL SYSTEM FOR PRACTICAL ARTS

Overview of Program

The purpose of the Practical Arts Education program is to broaden the experiences of middle/junior high school students by providing them with an opportunity to become oriented to the world of work and explore a diversity of career goals in order that they may be better prepared to make decisions on their personal needs and future goals. The Practical Arts program consists of a series of career exploration classes based on the occupational clusters spread over a two-year period. A cruise through each occupational cluster shall include the implementation of three behavioral components or domains.

(A) Cognitive: Students shall survey or cruise the content of the occupational cluster. This survey should include the scope, levels, working conditions, entry requirements, duties performed, opportunities, and related jobs in the occupational cluster.

(B) Psychomotor: Students shall have in each cluster experiences of tasks that will be the same as or similar to those who work in the occupational cluster. These experiences or tasks shall be action oriented, vary with the students' interests, aptitudes, and abilities, and be at various levels of employment within a cluster.

(C) Affective: Students shall receive guidance and the opportunity to systematically apply those knowledges and experiences within the cluster to his/her own interest and abilities, his/her present and future choices, and future occupational decisions and experiences.

The competency-based vocational education curriculum is specifically directed at the psychomotor, activities, experience, or tasks aspect of the Practical Arts program. Teachers are encouraged to augment their lesson plans with cognitive information about the occupational clusters from other sources. The curriuclum here will help specifically in the psychomotor aspect of the program.

Competency-Based Vocational Education

The purpose of this manual is to aid the instructor in implementing a competency-based instructional program. It is intended as a guide and resource for the teacher using CBVE materials. The materials in any occupational area have several common elements, particularly their purpose and their format, which will be discussed later.

Regardless of the delivery system used to implement it, CBVE is based on the concept of competencies. That is to say, it is an instructional system in which: (1) the competencies for specific occupations are built around tasks validated by incumbent workers; (2) instruction is designed around performance objectives based on the worker tasks; (3) students are held accountable for meeting the specified minimum standards of performance required for entry-level jobs.

These instructional materials have been developed by Kentucky teachers. They have attempted to provide relevant learning activities and performance objectives which include: (1) the skills (or tasks) which the student must learn; (2) the conditions under which the student must perform; and (3) the standard or level of achievement to which the student must perform.

The purpose of the Curriculum Unit (CBVE) is to develop and assist the implementation of competency-based instructional materials. The Unit is located at:

1910 Capital Plaza Tower
Frankfort, KY 40601

To facilitate the implementation of CBVE materials, a person has been identified in each vocational region as a CBVE Contact Person. Please address any problems or concerns about your CBVE program to your Regional Contact Person.

By the time you receive your CBVE materials, you should have attended a workshop for teachers implementing CBVE materials. The Inservice Education modules, which were distributed at the workshop, are your greatest source of suggestions for setting up and managing a CBVE program. For more detailed information, consult your inservice modules or your Regional Contact Person.

Using the Instructor's Manual

This Instructor's Manual is divided into two sections: introductory materials and Instructor's Guide to Learning Activities. The introductory materials include, among other things, the Program Master Sequence. It contains a listing of the task assignment sheet and slide/tape titles, code numbers, and stock numbers.

You can use the Program Master Sequence as a quick reference guide to the contents of the instructional program, as well as a checklist for insuring that all materials have been received. The code numbers and stock numbers serve as a guide to ordering additional materials.

The Instructor's Guide to Learning Activities is the heart of this manual, because it contains a brief listing of the contents of each task assignment sheet with suggestions for its use. It is suggested that you insert the corresponding task assignment sheet behind the Guide Sheets so you will have the complete program in one place.

Format is consistent throughout all CBVE programs in that the materials contain the same basic components:

Introduction - tells the student what he/she will learn and why it is important.

Objective - clearly states what the student is expected to know or do, under what conditions, and how well.

Learning Activities - a "road map" for the student to follow in going through the task assignment sheets; list the various activities the student will perform in learning the task.

Instructor's Final Checklist - tells the student and the instructor exactly what the student will be evaluated on in the check-out activity; the instructor uses this sheet to rate the student's performance.

Check-Out Activities - tells the student what he/she will be asked to do for the final test or performance.

The Instructor's Guide Sheets in this manual present the essential information in capsule form. In addition, they list: the recommended references and audio-visuals; attitudes and values to be developed; notes and suggestions for instruction; alternate activities for students; necessary tools and equipment; and space for teacher's notes.

The task assignment sheets are designed to be left intact. Students should be reminded not to write on any of the pages. In some cases, they will be required to obtain duplicates or sheets like the ones shown. These are often student self-checks. They can be filed in a folder and can be obtained as needed.

The Instructor's Final Checklist is another page that should not be written on. It should remain in the task assignment sheet although you may want to make additional copies of it to place in students' folders.

INSTRUCTOR'S GUIDE TO LEARNING ACTIVITIES

Narration for Slide/Tape Presentation PA-PS

"Overview of Public Service Occupations"

Slide 1: "Overview of Public Service Occupations"

Slide 2: Public Service:
What is its purpose? What job families make up the Public Service cluster. You will learn these things about Public Service occupations in this slide/tape presentation.

Slide 3: Let's talk first about the purpose of Public Services.

Slide 4: It is to provide jobs that serve everybody--young and old, rich and poor. The need for these services is growing rapidly in our society.

Slide 5: The people in this cluster are known as public servants. They are paid with tax dollars which come from the city, county, state, or federal governments.

Slide 6: The Public Service Cluster is built around three job families. The first one is the Public Safety, Corrections, and Judicial Services Family.

Slide 7: This family includes jobs such as local police,

Slide 8: state police,

Slide 9: and the FBI.

Slide 10: A second job family in the Public Service Cluster is the Government Agencies Family. Jobs in this family are found in our local, state, and federal governments.

Slide 11: Some jobs in this family are postal workers,

Slide 12: social workers,

Slide 13: and space program workers.

Slide 14: The third job family is the Education Family.
Of course, jobs in this family include teachers,

Slide 15: librarians,

Slide 16: school bus drivers, and other workers involved in education.

Slide 17: This concludes the "Overview of Public Service Occupations."

FRISKING A SUSPECT

OBJECTIVE

GIVEN a "suspect," a weapon, and handcuffs,

FRISK THE SUSPECT FOR A WEAPON.

YOUR PERFORMANCE WILL BE RATED in accordance with the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will realize that law enforcement workers must take precautions to protect themselves and others when apprehending suspected criminals.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. FRISKING A SUSPECT	1
Instructor's Final Checklist	
FRISKING A SUSPECT	5

CHECK-OUT ACTIVITIES

You will be provided a "suspect," a weapon, and handcuffs.

Frisk the "suspect."

BEST COPY

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	(NOTE: This Task Assignment Sheet and PA-PS-2, "Informing Suspects of Their Rights," should be taught as one task. Once a suspect is frisked, he/she is informed of his/her rights.)		
1	Have each student bring to class a newspaper clipping about crimes committed with the use of weapons. Let the class share the articles. Students may identify the different weapons used.	Newspaper articles	
2	Have the class read Instruction Sheet I. Discuss each procedure for frisking and talk about why it is important to the safety of the officer and others.	Instruction Sheet I	
3	Demonstrate for the class how to frisk a suspect. You may have a student to act as the suspect who is carrying a concealed weapon. (If handcuffs are not available, pretend that you are snapping them on the suspect's wrists.) OR Invite a resource person to talk with the class about dealing with suspected criminals.	"Suspect" Toy weapon Handcuffs (toy or real)	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
4	Have students practice frisking. They may practice at home if classroom time does not permit.		
5	Set up work stations throughout the classroom. Provide each station with a toy weapon and a set of handcuffs. Assign a small group of students to each station. Have them take turns frisking each other. Appoint one member of the group to fill out the Instructor's Final Checklist for each student. OR Have pairs of students to take turns frisking. Fill out the Instructor's Final Checklist for each student.	"Suspects" Toy weapons Handcuffs (toy or real) Instructor's Final Checklist (Master copy is in this section.)*	

*A master copy of the Instructor's Final Checklist is included with the Instructor's Guide Sheets for each task assignment sheet.

Instructor's Final Checklist

FRISKING A SUSPECT

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In frisking a suspect, the student:	Accomplished	Not Accomplished
1. Ordered the suspect to place both hands against the wall	☐	☐
2. Ordered the suspect to spread both legs apart	☐	☐
3. Stayed behind the suspect	☐	☐
4. Kept his/her hand on the suspect at all times	☐	☐
5. Patted the suspect's clothing from top to bottom	☐	☐
6. Searched both sides of the suspect	☐	☐
7. Removed the weapon	☐	☐
8. Brought both of the suspect's hands behind his/her body	☐	☐
9. Snapped the hancuffs on the suspect's wrists	☐	☐

INFORMING SUSPECTS OF THEIR RIGHTS

OBJECTIVE

GIVEN a "suspect,"

INFORM THE SUSPECT OF HIS/HER RIGHTS.

THE FOUR PARTS of the rights must be stated.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will realize that citizens who are suspected of a crime have a legal right to be made aware of their due process rights. Law enforcement officers have the responsibility of informing suspects of these rights.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. CRIMINAL DUE PROCESS RIGHTS	1
Instructor's Final Checklist	
INFORMING SUSPECTS OF THEIR RIGHTS	4

CHECK-OUT ACTIVITIES

You will be provided a "suspect."

Inform the "suspect" of his/her rights.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have the class read Instruction Sheet I. Discuss each part of the criminal due process rights and how it affects the suspect.	Instruction Sheet I	
2	Divide the class into four groups. Assign each group one of the four parts of the criminal due process rights. Have each group make a poster or bulletin board display illustrating its assigned part of the rights.	Poster and bulletin board supplies	
3	Have students memorize the four parts of the criminal due process rights.	Instruction Sheet I	
4	Divide the class into small groups. Have students in each group take turns informing a "suspect" of his/her rights. Have a member of each group complete the Instructor's Final Checklist for each student in the group.	Instructor's Final Checklist	

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Instructor's Final Checklist

INFORMING SUSPECTS OF THEIR RIGHTS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
In informing suspects of their rights, the student stated the four parts....................................	[ ]	[ ]

FINGERPRINTING

OBJECTIVES

GIVEN a partner, access to soap and water, denatured alcohol, cotton swabs, an ink pad, and a fingerprint card,

TAKE YOUR PARTNER'S THUMBPRINT, AND IDENTIFY THE FINGERPRINT PATTERN.

THE THUMBPRINT TAKEN WILL BE RATED in accordance with the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will realize that no two fingerprints are exactly the same. For this reason, fingerprints are an invaluable tool for use in identifying individuals.

CONTENTS OF MODULE

	Learning Activity Number
Instruction Sheets	
I. IDENTIFYING FINGERPRINT PATTERNS	1
II. TAKING FINGERPRINTS	3
Instructor's Final Checklist	
FINGERPRINTING	6

CHECK-OUT ACTIVITIES

You will be provided a partner and the necessary fingerprinting supplies.

Take your partner's thumbprint, and label the fingerprint pattern.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have the class study and discuss each fingerprint pattern illustrated in Instruction Sheet I.	Instruction Sheet I	
2	Have each student identify the fingerprint patterns of several classmates.	Instruction Sheet I	
3	Have the class read Instruction Sheet II. Discuss each step in taking a fingerprint, and talk about why the step is important.	Instruction Sheet II	
4	This is an excellent task in which to involve local resource people. Invite a resource person to give a demonstration/presentation on fingerprinting.	Suggested Resource person: Fingerprinting expert from your local Police Department.	
5	Let the students practice taking fingerprints. You may divide the class into small groups and have students fingerprint each other. Each group will need an ink pad, index cards, and paper towels. or You may prefer that students practice fingerprinting at home.	Ink pads Index cards Paper towels (to remove ink from fingers)	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
6	Have the students work in pairs to take each other's thumbprint. Use the Instructor's Final Checklist to evaluate each thumbprint taken.	Access to soap and water Denatured alcohol Cotton balls or swabs Ink pads Index cards Paper towels Instructor's Final Checklist	

Instructor's Final Checklist

FINGERPRINTING

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student's fingerprint card met the following standards:

	Accomplished	Not Accomplished
1. Showed all important print formations	[ ]	[ ]
2. The print was not altered in any way	[ ]	[ ]
3. The impression was in color	[ ]	[ ]
4. The color was even throughout the fingerprint area	[ ]	[ ]
5. There were few smudges	[ ]	[ ]
6. The fingerprint pattern was identified:		
a. Loop	[ ]	[ ]
b. Plain arch	[ ]	[ ]
c. Tent arch	[ ]	[ ]
d. Exceptional arch	[ ]	[ ]
e. Plain whorl	[ ]	[ ]
f. Central pocket loop whorl	[ ]	[ ]
g. Double loop whorl	[ ]	[ ]
h. Accidental whorl	[ ]	[ ]

MAKING SKETCHES OF CRIME SCENES

OBJECTIVES

GIVEN a room or outside area, tape measure, 12-inch ruler, compass, and graph paper,

SKETCH THE ROOM OR OUTSIDE AREA. USE THE PROJECTION DRAWING TECHNIQUE.

YOUR SKETCH WILL BE RATED in accordance with the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will become aware that investigating officers' work requires careful attention to detail and accuracy.

CONTENTS OF MODULE

	Learning Activity Number
Instruction Sheets	
I. WHAT IS SKETCHED?	1
II. MAKING A ROUGH SKETCH	2
III. TAKING MEASUREMENTS	4
Instructor's Final Checklist	
MAKING SKETCHES OF CRIME SCENES	7

CHECK-OUT ACTIVITIES

Using a tape measure, 12-inch ruler, compass, and graph paper,

Sketch a room or outside area. Use the projection drawing technique.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have the class read Instruction Sheet I. Discuss the three areas that may be sketched.	Instruction Sheet I	
2	Have the class read and study Instruction Sheet II. Emphasize that a projection drawing is like an aerial photograph. Show the class how to use a scale of one inch to a foot. (You may draw one-inch blocks, similar to graph paper, on the chalk board. Measure across the top of your desk, and mark the measurements on the one-inch blocks.)	Instruction Sheet II Tape measure	
3	Have each student make a projection drawing of a small area of the classroom. (Plain paper can be used in place of graph paper)	Tape measures or rules Graph paper (Master copy is in this section) Compass	
4	Have the class read Instruction Sheet III. Discuss the two kinds of measurements that must be taken at a crime scene--measurements from fixed objects, and measurements from a point of reference to mark the position of an object.	Instruction Sheet III	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
5	Demonstrate for the class how to take the two measurements. Choose a fixed object, such as the corner of the room, and measure from that point each adjoining floor board. Record your measurements. Place an object on the floor away from the wall. Identify the position of the object by using the rectangle coordinate method described in Instruction Sheet III. Show the students the direction North.	Tape measure Small, moveable object	
6	Have students practice taking measurements either in class or at home. Have them record the measurements.	Tape measure	
7	Have students choose a room or an outside area to sketch. Two students may work together. Use the Instructor's Final Checklist to evaluate each sketch.	Rooms or outside areas Tape measures 12-inch Compasses Graph paper Instructor's Final Checklist	

Instructor's Final Checklist

MAKING SKETCHES OF CRIME SCENES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student's sketch:	Accomplished	Not Accomplished
1. Used the projection drawing technique	[ ]	[ ]
2. Indicated North pointing up	[ ]	[ ]
3. Located all objects accurately	[ ]	[ ]
4. Used a scale of 1 inch to a foot	[ ]	[ ]
5. Identified all objects by letters and numbers in a legend	[ ]	[ ]
6. Included students names, date sketched, and time sketched	[ ]	[ ]

OPENING THE COURT

OBJECTIVE

GIVEN a mock trial scene,

OPEN THE COURT.

YOU SHOULD direct those present to rise. You should recite the opening statements and direct everyone to be seated.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--The students will develop a respect for courts and their officials.

CONTENTS OF MODULE

	Learning Activity Number
Instruction Sheet	
I. OPENING THE COURT	1
Instructor's Final Checklist	
OPENING THE COURT	3

CHECK-OUT ACTIVITIES

Open the court for the mock trial.

Supplemental

"Guidelines for Conducting a Mock Trial"

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	NOTE: This task begins a series of trial activities. (PA-PS-5 through PA-PS-14). Before you begin this task, see the guidelines for conducting a mock trial. NOTE: Distribute this task assignment sheet to the students who will play the roles of bailiff and court reporter. You may consider using a different student for each day of court.	"Guidelines for Conducting a Mock Trial" (In this section.) "Using Your Local Resources" (In this section.)	
1	Have the student(s) read Instruction Sheet I. If more than one student is playing the role of bailiff, let them discuss the procedures for opening the court.	Instruction Sheet I	
2	Have the student(s) practice the procedure for opening the court.		
3	You may prefer to have each student demonstrate his/her competency in opening the court before the trial, or you may evaluate him/her at the beginning of the trial. Use the Instructor's Final Checklist to evaluate each student who opens the court.	Instructor's Final Checklist	

Task Assignment Sheet PA-PS-5

GUIDELINES FOR CONDUCTING A MOCK TRIAL

A mock trial is an enactment of a court trial in which the participants play the roles of persons in a court hearing. During the proceeding the judge and jury are called upon to decide the facts of a case and to apply relevant laws to the issues raised in the trial. A mock trial can be an effective exercise in critical thinking and decision making, as well as a means of giving participants experiences with the occupations involved in our courts.

How to Proceed

1. Select a case (actual or hypothetical), or assist students in selecting a case. (See cases on pp. 2-3)

2. Select students to role play the various people involved in the trial. For example:

   a. Plaintiff (civil case) or victim (criminal case)
   b. Plaintiff's counsel or prosecutor
   c. Defendant
   d. Defense attorney
   e. Witnesses
   *f. Jury (Juries)
   g. Judge
   h. Bailiff
   i. Court reporter
   j. Court clerk

*As many juries as necessary may be selected in order to involve everyone.

Each jury reaches its verdict after the case has been presented. The verdicts are then compared and discussed.

3. Discuss the facts and relevant information about the case selected with the class.

4. Distribute the task assignment sheets as follows:

   Bailiff: PA-PA-5, 6, 9, 10, 13, 14
   Court Clerk: PA-PS-6
   Court Reporter: PA-PS-5, 6, 7, 8, 10, 11, 12, 13, 14
   Judge: PA-PS-6, 7, 10, 11, 12, 13, 14
   Prosecuting Attorney: PA-PS-6, 8, 10, 11
   Defense Attorney: PA-PS-6, 8, 10, 11, 14
   Plaintiff: PA-PS-10
   Defendant: PA-PS-10, 14
   Witnesses: PA-PS-10
   Jury: PA-PS-13

5. If possible, arrange for the class to visit a jury trial in order to acquaint students with both the courtroom procedures and the roles of the people involved in the proceedings.

Guidelines (p. 2)

6. Provide time for preparation of testimony by witnesses and opening statements and examination questions by attorneys.

The Mock Trial

1. Conduct the mock trial according to the following procedures:

    a. Opening of the court by the bailiff.
    b. Selection of a jury (juries).
    c. Opening instructions by the judge.
    d. Opening statements to the jury (juries) by the attorneys: first by the prosecutor or counsel for the plaintiff, then by the counsel for the defense. Opening remarks should state what each side hopes to prove. A time limit may be set on these statements.
    e. Direct examination and cross-examination of the victim(s) (criminal case) or plaintiff(s) (civil case) and supporting witnesses: In a criminal case the victim is questioned first by the prosecutor and then by the counsel for the accused (defense). In a civil case the plaintiff is questioned first by his own counsel, then by the counsel for the defense. Each witness is sworn in by the court officer or bailiff as (s)he takes the stand.
    f. Direct examination and cross-examination of the defendant and his/her witnesses: The defendant is examined first by his/her own counsel and then by the prosecutor or counsel for the plaintiff. Each witness is sworn in by the court officer as (s)he takes the stand.
    g. Closing statements by attorneys: After the period of examination and cross-examination of witnesses, the prosecutor or counsel for the plaintiff and then the counsel for the defendant give closing arguments, during which time each side summarizes its case and attempts to convince the jury (juries) to make a decision in favor of its client or position.
    h. Instructions to the jury: The judge instructs the jury on the relevant laws and directs it to retire and decide upon a verdict.
    i. Jury (juries) deliberates: If possible, a lawyer or law student should be assigned to the jury (juries) as deliberations take place. His/her role is to function as a resource person and to raise pertinent questions to help participants focus on the objectives of the session.
    j. The jury (juries) reports the verdict.
    k. The judge receives the verdict of the jury (juries).

Cases

Have students review the case outline. Then allow them to write the background and circumstances of the case, including the number of witnesses. Interest will be generated by the students supplying the local details of the particular case.

At trial: Police testimony as to speed, how caught, etc.; individual testimony as to speed, excuses, etc.; possible expert witness testimony as to accuracy of radar, aircraft, or other means or speed determination.

Guidelines (p. 3)

CASE 1

Speeding: Individual is caught doing 68 mph in 35 mph zone.

If found guilty: Pay fine, plus $20 court costs, plus $7.50 taxes.

Statutes: KRS Chapter 24A, 189.394, Chapter 431, Rules of Criminal Procedure, Bail Schedule.

CASE 2

Possession of Marijuana: Individual is caught in possession of marijuana cigarettes and processed marijuana.

At trial: Police testimony as to circumstances of arrest; laboratory technician's findings as to substance being marijuana; accused's testimony as to circumstances of arrest, nature of substance, excuses, etc.; testimony of witnesses (both sides).

If found guilty: Fine, court costs, jail or treatment program, or probation.

Statutes: KRS Chapter 218A, Chapter 431, Chapter 439, Rules of Criminal Procedure, Bail Schedule, KRS Chapter 24A.

CASE 3

Murder: Individual is arrested for murder.

At trial: Police testimony as to circumstances of arrest; police, confessions, etc.; police testimony as to circumstances of crime; lab technician testimony; prosecuting witness, testimony; defense witness testimony; defense expert witnesses; defendant's own testimony.

If found guilty: Prison or probation.

Statutes: KRS Chapter 431, 439, Penal Code, Rules of Criminal Procedure, Chapter 23A.

Using Your Local Resources

1. Contact your Circuit Court Clerk. The Circuit Clerk plays an important role in the operation of the District and Circuit Court and can be an excellent source of information on the court system. The Circuit Clerk can help plan an opportunity for students to sit in and watch the Court in action. The students will become familiar with the courtroom procedures which will be helpful in preparing for their own mock trials. While the duties and the jurisdiction of the District and Circuit Judges are defined by Kentucky statutes and those of the Trial Commissioners by court rule, the structure and the procedures vary according to the needs of the particular district. The Circuit Court Clerk will be able to assist students with information regarding their own Judicial District.

Guidelines (p. 4)

2. Local attorneys can provide valuable assistance in helping students to become familiar with Kentucky's court system. They should be asked to participate as classroom resource experts. Lawyers can be helpful in the following ways:

    a. To advise on the legal issues or procedures that arise during a mock trial.
    b. To help students prepare arguments for court based on a case.
    c. To serve as a moderator or a judge in a mock trial.
    d. To serve as a moderator for a panel discussion.
    e. To explain courtroom procedure and personnel.

    Arrangements could also be made to visit attorneys in their offices to observe how they earn their living and to discuss the various aspects of their particular field of law. You may contact your local bar association for the names of lawyers in the community who might be willing to participate in a classroom program. The bar association may be able to provide answers to student and teacher questions regarding the law.

3. Plan a visit to your local courthouse and use this opportunity to inform students of the many functions of the courthouse. Show the students where they need to go to register to vote, to apply for a driver's license, to register an automobile, to pay fines, to file a small claims action and pay taxes. Students may also find a visit to the police department, the jail, a crime laboratory or a drug or alcohol rehabilitation program beneficial to their study of the judical system. In your community there are many knowledgeable individuals who comprise the elements of our judical system and who work closely with Kentucky's Unified Court of Justice. Utilizing their expertise will greatly augment the student's understanding of Kentucky's court system.

Instructor's Final Checklist

OPENING THE COURT

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In opening the court:

	Accomplished	Not Accomplished
1. The student who played the role of bailiff:		
a. Walked to the front of the room.................	☐	☐
b. Directed all people in the room to rise.........	☐	☐
c. Waited for everyone to rise.....................	☐	☐
d. Recited the opening statements to include:		
(1) The name of the court......................	☐	☐
(2) The place of the court.....................	☐	☐
(3) The name of the judge......................	☐	☐
e. Waited for the judge to be seated...............	☐	☐
f. Directed the people to be seated................	☐	☐
2. The student who played the role of court reporter made notes of the opening statements.................	☐	☐

SELECTING THE JURY

OBJECTIVE

GIVEN a group of classmates,

SELECT AND SWEAR IN A JURY.

TWELVE JURORS should be selected and sworn in.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will realize that selecting a jury that will render a "fair" verdict is one of the most crucial events of a trial.
--Students will be willing to serve as jurors when they become eligible to serve.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. SELECTING A JURY	2
II. SWEARING IN THE JURY	4
Instructor's Final Checklist	
SELECTING THE JURY	6

CHECK-OUT ACTIVITIES

Select and swear in the jury to serve during the mock trial.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	NOTE: Distribute this module to students who play the roles of defense attorney, prosecuting attorney, judge, court clerk, bailiff, and court reporter.		
1	Provide the court clerk a class roster. Have the clerk select approximately fifteen students for notification that they are to report for jury duty at a specific time and day.	Class roster	
2	Have students read and discuss Instruction Sheet I. Have them discuss the steps in selecting a jury.	Instruction Sheet I	
3	Have the attorneys and judge prepare questions to be asked of each potential juror.		
4	Have the student playing the role of judge read Instruction Sheet I.		
5	Have the judge practice swearing in the jury.		
6	Have the attorneys and the judge select a jury of twelve members. Use the Instructor's Final Checklist to evaluate the students completing this task.	Students called for jury duty by the court clerk Jury box Questions prepared in Learning Activity 3 Instructor's Final Checklist	

Instructor's Final Checklist

SELECTING THE JURY

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In selecting a jury:

	Accomplished	Not Accomplished
1. The court clerk sent notices to classmates to report for jury duty..	[ ]	[ ]
2. The bailiff directed the jurors to be seated.........	[ ]	[ ]
3. The attorneys and judge selected twelve jurors.......	[ ]	[ ]
4. The judge swore in the jury..........................	[ ]	[ ]
5. The court reporter took notes of the proceedings.....	[ ]	[ ]

STARTING THE TRIAL

OBJECTIVE

GIVEN a mock trial scene,

START THE TRIAL.

YOUR PERFORMANCE WILL BE RATED in accordance with the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--The student will realize that the judge presides over the court and is due the respect of the court as well as that of the spectators.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. STARTING THE TRIAL	1
Instructor's Final Checklist	
STARTING THE TRIAL	3

CHECK-OUT ACTIVITIES

Start the mock trial.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	NOTE: Distribute this task assignment sheet to the students who are playing the roles of judge and court reporter.		
1	Have the students read Instruction Sheet I.	Instruction Sheet 1	
2	Have the students practice the steps in starting a trial (It is not necessary for court participants to be present during practice).		
3	Have the "judge" start the mock trial. Use the Instructor's Final Checklist to evaluate each student's performance.	Mock trial scene Instructor's Final Checklist	

Instructor's Final Checklist

STARTING THE TRIAL

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
In starting the trial:		
1. The student playing the role of judge:		
a. Named the case	☐	☐
b. Determined that all jury members were seated	☐	☐
c. Asked both attorneys if they were ready to present their cases	☐	☐
d. Asked the prosecuting attorney to make his/her opening statement	☐	☐
2. The student playing the role of court reporter took notes of the proceedings	☐	☐

MAKING THE OPENING STATEMENTS TO THE COURT

OBJECTIVE

GIVEN a mock trial scene,

MAKE THE OPENING STATEMENTS.

THE STATEMENTS should include what you intend to prove and the main points you will use to prove your case.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will realize that it is necessary to research and analyze a serious situation before any decision can be made or action taken.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. MAKING THE OPENING STATEMENTS	2
Instructor's Final Checklist	
MAKING THE OPENING STATEMENTS TO THE COURT	5

CHECK-OUT ACTIVITIES

Make your opening statements to the court when you are asked to do so by the judge.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	NOTE: Provide a copy of this task assignment sheet to each student playing the role of attorney and court reporter.		
1	Provide a copy of the case to each student. Have them study and research the case in order to acquire as many facts as possible.	The case	
2	Have the students read and discuss Instruction Sheet I.	Instruction Sheet I	
3	Ask the students to decide what they want to prove for their clients and how they intend to show that proof.		
4	Have the students outline their opening statements. Review the outlines to assure they are not too detailed, but adequate.		
5	When the judge asks each attorney for his/her opening statements, the attorney will present to the court the opening statements prepared in Learning Activity 4. Use the Instructor's Final Checklist to evaluate each student's opening statements.	Mock trial scene Outlines of opening statements Instructor's Final Checklist	

Instructor's Final Checklist

MAKING THE OPENING STATEMENTS TO THE COURT

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
1. The opening statements included:		
a. What he/she intended to prove..................	☐	☐
b. The main points to be used to prove the case....	☐	☐
2. The student who played the role of court reporter took notes of the opening statements................	☐	☐

ADMINISTERING THE OATH TO WITNESSES

OBJECTIVE

GIVEN a witness,

ADMINISTER THE OATH.

YOUR PERFORMANCE WILL BE RATED in accordance with the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--The student will become aware of the penalty for perjury, and will take the intent of an oath seriously.

CONTENTS OF MODULE

	Learning Activity Number
Instruction Sheet	
I. ADMINISTERING THE OATH...........................	1
Instructor's Final Checklist	
ADMINISTERING THE OATH TO WITNESSES.................	3

CHECK-OUT ACTIVITIES

Administer the oath to the witnesses during the mock trial.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	NOTE: The student who plays the role of the bailiff will administer the oath as witnesses take the stand during the mock trial. You may consider using a different student to serve as bailiff for each day of the trial.		
1	Have the student(s) read Instruction Sheet I.	Instruction Sheet I	
2	Have the student(s) practice administering the oath.		
3	You may prefer to have each student demonstrate his/her competence in administering the oath before the trial, or you may evaluate him/her during the trial. Use the Instructor's Final Checklist to evaluate each student who administers the oath.	Instructor's Final Checklist	

PRESENTING EVIDENCE TO THE COURT

OBJECTIVE

GIVEN a mock trial scene,

PRESENT THE EVIDENCE IN THE CASE.

YOUR PERFORMANCE WILL BE RATED in accordance with the Instructor's Guide Sheet.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will realize that in order for justice to prevail, the right kinds of evidence must be presented.

CONTENTS OF MODULE

	Learning Activity Number
Instruction Sheets	
I. ALLOWING EVIDENCE IN COURT	1
II. CONDUCTING DIRECT EXAMINATION	2
III. CONDUCTING CROSS-EXAMINATION	3
Instructor's Final Checklist	
PRESENTING EVIDENCE TO THE COURT	7

CHECK-OUT ACTIVITIES

Present the evidence in the mock trial case.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	NOTE: Distribute this task assignment sheet to students who play the roles of plaintiff, defendant, prosecuting attorney, defense attorney, prosecution witnesses, defense witnesses, judge, bailiff and court reporter. NOTE: Be sure the plaintiff, defendant, attorneys, witnesses, and judge have a copy of the case. NOTE: This task is the heart of the trial. Allow these students adequate time for preparation.		
1	Have the students read and discuss Instruction Sheet I. Let each one make up some statements of his/her own, and have the group identify those that can and those that cannot be used in court.	Instruction Sheet I	
2	Have the students read and discuss Instruction Sheet II. Have each one identify his/her responsibility.	Instruction Sheet II	
3	Have the students read and discuss Instruction Sheet III. Have each one identify his/her responsibility.	Instruction Sheet III	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
4	Have each attorney and his/her witnesses prepare questions for direct and for cross-examination.		
5	Have the attorneys and witnesses identify items to be used as evidence.		
6	Have this particular group of students practice presenting the evidence.	Direct and cross-examination questions Items to exhibit as evidence	
7	Have the group of students present the evidence in the case to the court. Use the Instructor's Final Checklist to evaluate each student's performance.	Mock trial scene Direct and cross-examination questions Exhibition items Instructor's Final Checklist	

Instructor's Final Checklist

PRESENTING EVIDENCE TO THE COURT

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
In presenting evidence:		
1. The student playing the role of the judge:		
a. Asked the prosecution to call its witnesses	☐	☐
b. Asked the defense lawyer to cross-examine each prosecution witness	☐	☐
c. Asked the defense to call its witnesses	☐	☐
d. Asked the prosecution lawyer to cross-examine each defense witness	☐	☐
e. Admitted or denied testimony to be used as evidence	☐	☐
f. Dismissed each witness from the witness stand	☐	☐
2. The students playing the role of attorney:		
a. Conducted direct examination:		
--Questioned each of his/her witnesses	☐	☐
--Asked questions to prove his/her case	☐	☐
b. Conducted cross-examination:		
--Questioned each witness for the opposing side	☐	☐
--Asked question to discredit the testimony of the opposing side	☐	☐
c. Objected to evidence not allowed in court	☐	☐
3. The students playing the role of witness answered all questions asked by each attorney	☐	☐
4. The student playing the role of bailiff:		
a. Called each witness to the stand	☐	☐
b. Administered the oath to each witness	☐	☐
c. Directed each witness to step from the witness stand after completion of the cross-examination	☐	☐
5. The student playing the role of court reporter took notes on the procedures as they occurred	☐	☐

MAKING THE CLOSING STATEMENTS

OBJECTIVE

GIVEN a mock trial scene,

MAKE THE CLOSING STATEMENTS.

YOUR STATEMENTS should include (1) an outline of your side of the case and (2) weaknesses in the evidence presented by the other side.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will realize that attorneys often have to appeal to the emotions of the jury, as well as to the logic, in an effort to sway opinion.

CONTENTS OF MODULE

	Learning Activity Number
Instruction Sheets	
I. MAKING THE CLOSING STATEMENTS	1
Instructor's Final Checklist	
MAKING THE CLOSING STATEMENTS	4

CHECK-OUT ACTIVITIES

Make the closing statements to the jury.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	NOTE: Distribute this task assignment sheet to students playing the role of attorney, judge, and court reporter.		
1	Have students read and discuss Instruction Sheet I. Each student should identify his/her responsibility in performing the task.	Instruction Sheet I	
2	Have each attorney prepare his/her closing statements.		
3	Let this particular group of students practice making the closing statements.		
4	Have this particular group of students present the closing statements to the judge. Use the Instructor's Final Checklist to evaluate each student's performance.	Mock trial scene Instructor's Final Checklist	

Instructor's Final Checklist

MAKING THE CLOSING STATEMENTS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
In making the closing statements to the jury:		
1. Each student playing the role of attorney:		
a. Outlined his/her side of the case	☐	☐
b. Brought out weaknesses in the evidence presented by the other side	☐	☐
2. The student playing the role of judge		
a. Asked the attorneys to make their closing statements	☐	☐
b. Sustained or overruled objections by the attorneys	☐	☐
3. The student playing the role of court reporter took notes of the proceedings	☐	☐

INSTRUCTING THE JURY

OBJECTIVE

GIVEN a mock trial scene,

PREPARE AND READ INSTRUCTIONS TO THE JURY

YOUR INSTRUCTIONS must include the six points outlined in the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will realize that in order for the jury to reach a fair decision, the judge must give clear, accurate instructions.

CONTENTS OF MODULE

	Learning Activity Number
Instruction Sheets	
I. PREPARING INSTRUCTIONS TO THE JURY	1
Instructor's Final Checklist	
INSTRUCTING THE JURY	4

CHECK-OUT ACTIVITIES

Read your instructions to the mock trial jury.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	NOTE: Distribute this task assignment sheet to the students who play the roles of judge and court reporter.		
1	Have students study Instruction Sheet I.	Instruction Sheet I	
2	Have the student(s) who played court reporter to provide the judge with notes taken of the opening statements and the evidence presented. The judge must review the case before preparing the instructions to the jury.	Notes taken of the opening statements and the evidence presented (Task Assignment Sheets PA-PS-8 and PA-PS-10).	
3	Have the judge write the instructions to the jury.		
4	Have the student playing the role of judge read the instructions to the jury. Use the Instructor's Final Checklist to evaluate each student's performance.	Mock trial scene Instructions to the jury (in writing) Instructor's Final Checklist	

Instructor's Final Checklist

INSTRUCTING THE JURY

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In instructing the jury:

1. The student playing the role of judge:

   a. Prepared the instructions to include the following parts:

	Accomplished	Not Accomplished
--Salutation	☐	☐
--Jury's duty	☐	☐
--Statement of case	☐	☐
--Related laws	☐	☐
--Points to consider	☐	☐
--Conclusion	☐	☐
b. Read the instructions to the jury	☐	☐
2. The student playing the role of court reporter took notes on the instructions to the jury	☐	☐

REACHING A VERDICT

OBJECTIVE

GIVEN twelve jurors, the judge's instructions, courtroom exhibits, and notes on evidence presented,

REACH A VERDICT and REPORT IT IN THE COURT.

THE VERDICT reached must be a unanimous decision as to the guilt or innocence of the defendant. YOUR PERFORMANCE WILL BE RATED in accordance with the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will know that in the U.S. a person is presumed innocent of a crime until proven guilty.

--Students will become aware of the seriousness of reaching a fair verdict concerning a person accused of a crime.

CONTENTS OF MODULE

	Learning Activity Number
Instruction Sheets	
I. REACHING A VERDICT	1
Instructor's Final Checklist	
REACHING A VERDICT	5

CHECK-OUT ACTIVITIES

Go to the private place provided for the jury, and decide whether the accused is innocent or guilty as charged. Report the verdict in court.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	NOTE: Distribute this task assignemnt sheet to the students who play the roles of jurors, judge, bailiff, and court reporter.		
1	Have the students read and discuss Instruction Sheet I. Each student should identify his/her role for this task.	Instruction Sheet I	
2	Written copies of the instructions to the jury should be made and provided each juror.	Judge's instructions to the jury	
3	Notes made by the court reporter and by the jurors themselves should be compiled. They will be used by the jurors as they deliberate.	Notes on evidence presented	
4	Have the jurors identify any of the exhibits that should be examined during the deliberations.	Items or objects presented as evidence	
5	The jury will retire to a private place in order to deliberate and reach a verdict. It will then return to the courtroom and report the verdict. Use the Instructor's Final Checklist to evaluate each student's performance.	Private place for the jury to deliberate. Written copies of the judge's instructions to the jury. Compilation of notes on evidence presented. Courtroom exhibits Mock trial scene Instructor's Final Checklist	

Instructor's Final Checklist

REACHING A VERDICT

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In reaching a verdict,

	Accomplished	Not Accomplished
1. The students playing the role of jurors:		
a. Reached a unanimous decision..........................	☐	☐
b. Reported the verdict to the court....................	☐	☐
2. The student playing the role of judge asked the jury if a verdict had been reached............................	☐	☐
3. The student playing the role of bailiff:		
a. Informed the judge that the jury was ready...........	☐	☐
b. Requested the jury to return to the jury box........	☐	☐
4. The student playing the role of court reporter took notes of the verdict reported............................	☐	☐

SENTENCING THE DEFENDANT

OBJECTIVE

GIVEN the laws concerning the crime committed,

SENTENCE THE DEFENDANT.

THE SENTENCE must be based on the law. YOUR PERFORMANCE WILL BE RATED in accordance with the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will realize that the sentence given a criminal must be based upon the laws concerning the particular crime. The sentence cannot be just the result of the judge's opinion.

CONTENTS OF MODULE

	Learning Activity Number
Instruction Sheets	
I. SENTENCING THE DEFENDANT	2
Instructor's Final Checklist	
SENTENCING THE DEFENDANT	4

CHECK-OUT ACTIVITIES

Sentence the defendant in the mock trial case.	4

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	NOTE: If the jury returned a verdict of "innocent," the students do not go through this task assignment sheet. **NOTE**: Distribute this task assignment sheet to students who play the roles of judge, defendant, bailiff, and court reporter.		
1	The student should be provided the laws related to the wrong doing. If the class used one of the cases described in the PA-PS-5 section of this manual, the judge may refer to the section "If Found Guilty." If you do not have access to the laws, you may invite a local attorney or judge to serve as a resource person.	Laws relating to the case	
2	Have the student playing the role of judge review the laws and choose a sentence that is appropriate for the case. Someone from the legal profession may act as consultant.		
3	Have this particular group of students read Instruction Sheet I to identify their roles in carrying out this task.	Instruction Sheet I	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
4	Have this particular group of students to carry out the sentencing of the defendant in court. Use the Instructor's Final Checklist to evaluate each student's performance.	Mock trial scene Instructor's Final Checklist	

Instructor's Final Checklist

SENTENCING THE DEFENDANT

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
In sentencing the defendant:		
1. The student playing the role of judge:		
a. Gave a sentence based on the law	[ ]	[ ]
b. Informed the defendant of the sentence	[ ]	[ ]
2. The student playing the role of defendant approached the judge's bench and listened to the sentence	[ ]	[ ]
3. The student playing the role of bailiff escorted the defendant from the courtroom	[ ]	[ ]
4. The student playing the role of court reporter took notes on the sentencing	[ ]	[ ]

CLASSIFYING FIRES

OBJECTIVE

GIVEN a list of ten kinds of fires,

CLASSIFY EACH KIND AS CLASS A, B, C, OR D.

AT LEAST EIGHT of the ten kinds of fires must be correctly classified.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will realize that fires fall into three categories and that fires in each category have a common trait.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. IDENTIFYING CLASSES OF FIRES	1
Instructor's Final Checklist	
CLASSIFYING FIRES	3

CHECK-OUT ACTIVITIES

You will be provided a list of ten kinds of fires.

Classify each kind as Class A, B, C, or D.

Supplemental	
Check-Out Activity Sheet: CLASSIFYING FIRES	3

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students study the chart in Instruction Sheet I. Discuss the common trait for each class of Fire--solids, liquids and grease, electrical equipment, and explosive metals. Also discuss the inflammable materials that are listed under each class of fire. Have students name other inflammable materials for each class of fire.	Instruction Sheet I	
2	Have the class prepare a display of inflammable materials for each class of fire. (Students may bring things from home.) Each class of materials should be identified by a sign.	Table for display Inflammable materials Poster board Marking pens	
3	Duplicate the Check-Out Activity Sheet, and provide each student a copy; or Write the eight kinds of fires on the chalk board, and direct the class to classify each kind as Class A, B, C, or D. Use the Answer Key to check each student's answers. Use the Instructor's Final Checklist to evaluate each student's performance.	Check-Out Activity Sheet (Master copy is in this section.) Answer Key Instructor's Final Checklist	

Instructor's Final Checklist

CLASSIFYING FIRES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
In classifying fires, the student correctly classified at least eight of the ten kinds of fires......................	[ ]	[ ]

Check-Out Activity

IDENTIFYING CLASSES OF FIRES

Classify each kind of fire listed below or Class A, B, C, or D.

KIND OF FIRE	CLASS OF FIRE
Electric motor	
Paper	
Paint	
Oil	
Cloth	
Electric switch	
Wood	
Gasoline	
Sodium	
Magnesium	

ANSWER KEY

Check-Out Activity

IDENTIFYING CLASSES OF FIRES

Classify each kind of fire listed below as Class A, B, C, or D.

KIND OF FIRE	CLASS OF FIRE
Electric motor	Class C
Paper	Class A
Paint	Class B
Oil	Class B
Cloth	Class A
Electric switch	Class C
Wood	Class A
Gasoline	Class B
Sodium	Class D
Magnesium	Class D

IDENTIFYING TYPES OF FIRE EXTINGUISHERS AND THEIR USES

OBJECTIVE

GIVEN a list of five kinds of fires,

IDENTIFY AT LEAST TWO TYPES OF FIRE EXTINGUISHERS THAT CAN BE USED TO FIGHT EACH KIND OF FIRE.

THE PROPER FIRE EXTINGUISHERS must be identified for at least four of the five kinds of fires.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will realize that the materials and methods used for fighting fires depend on the kind of fire. They will choose the type of fire extinguisher(s) appropriate to their particular needs.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. FIRE EXTINGUISHERS	1

Instructor's Final Checklist	
IDENTIFYING TYPES OF FIRE EXTINGUISHERS AND THEIR USES	3

CHECK-OUT ACTIVITIES

You will be provided a list of five kinds of fires.

Write the names of at least two types of fire extinguishers that can be used to fight each kind of fire.

Supplemental	
Check-Out Activity: IDENTIFYING TYPES OF FIRE EXTINGUISHERS AND THEIR USES	3

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have the class study the chart in Instruction Sheet I. Discuss each type of fire extinguisher and the kinds of fires for which it can be used. Talk about operating each kind of fire extinguisher. Call attention to the shapes of A, B, C, D fire markings; e.g., extinguishers suitable for Class A fires are identified by a triangle containing "A."	Instruction Sheet I	
2	Have students examine and read the label on a fire extinguisher. Students who do not have one at home may examine one of the fire extinguishers at school if it is permissible and can be done with safety. Stress that they are not to attempt to operate it. You may consider having teams of students examine a fire extinguisher and report the information to the class.	Fire extinguishers	
3	Duplicate copies of the Check-Out Activity Sheet, and provide each student a copy; or	Check-Out Activity Sheet (Master copy is in this section.) Answer Key Instructor's Final Checklist	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	List the five kinds of fires on the chalk board, and direct the students to write the names of two fire extinguishers that can be used to fight each kind of fire. Use the Answer Key to check each student's answers. Use the Instructor's Final Checklist to evaluate each student's performance.		

Instructor's Final Checklist

IDENTIFYING TYPES OF FIRE EXTINGUISHERS AND THEIR USES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
In identifying the proper types of fire extinguishers for use in fighting fires, the student identified at least two types for at least four of the five kinds of fires....	[ ]	[ ]

Check-Out Activity

IDENTIFYING TYPES OF FIRE EXTINGUISHERS AND THEIR USES

Write the name of two types of fire extinguishers that can be used to fight each kind of fire listed below.

KIND OF FIRE	TYPES OF FIRE EXTINGUISHERS
Gasoline	
Electric motor	
Paper	
Wood	
Paint	

ANSWER KEY

Check-Out Activity

IDENTIFYING TYPES OF FIRE EXTINGUISHERS AND THEIR USES

Write the names of two types of fire extinguishers that can be used to fight each kind of fire listed below.

KIND OF FIRE	TYPES OF FIRE EXTINGUISHERS
Gasoline	Foam; Carbon Dioxide; Multi-Purpose Dry Chemical; Ordinary Dry Chemical
Electric motor	Carbon Dioxide; Multi-Purpose Dry Chemical; Ordinary Dry Chemical
Paper	Foam; Soda Acid; Pump Tank; Gas Cartridge; Multi-Purpose Dry Chemical
Wood	Foam; Soda Acid; Pump Tank; Gas Cartridge; Multi-Purpose Dry Chemical
Paint	Foam; Carbon Dioxide; Multi-Purpose Dry Chemical; Ordinary Dry Chemical

CLASSIFYING BURNS

OBJECTIVE

GIVEN a list of ten burn symptoms,

CLASSIFY EACH SYMPTOM FOR A FIRST, SECOND, OR THIRD DEGREE BURN.

AT LEAST EIGHT symptoms must be correctly classified.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will realize that knowing the symptoms and classification of burns can help in determining the medical treatment to be administered.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. CLASSIFYING BURNS	1
Instructor's Final Checklist	
CLASSIFYING BURNS	3

CHECK-OUT ACTIVITIES

You will be provided a list of ten burn symptoms.

Classify each symptom for a first, second, or third degree burn.

Supplemental	
Check-Out Activity Sheet: CLASSIFYING BURNS	3

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have the students study the chart in Instruction Sheet I. Discuss the causes and symptoms of each burn classification.	Instruction Sheet I	
2	Have students write a brief report about burns they have experienced. Let them read their reports in class.		
3	Duplicate the Check-Out Activity Sheet and provide each student a copy; or Write the ten burn symptoms on the chalk board and direct the students to classify each symptom. Use the Answer Key to check each student's answers. Use the Instructor's Final Checklist to evaluate each student's performance.	Check-Out Activity Sheet (Master copy is in this section.) Answer Key Instructor's Final Checklist	

Instructor's Final Checklist

CLASSIFYING BURNS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
In classifying burns, the student correctly classified at least eight of the ten burn symptoms..................	[ ]	[ ]

Check-Out Activity

CLASSIFYING BURNS

Classify each burn symptom below as first, second, or third degree burns.

BURN SYMPTOM	BURN CLASSIFICATION
1. Slight redness	
2. Red mottled appearance of burned skin surfaces	
3. Deep tissue destruction	
4. Blisters	
5. Mild swelling and pain	
6. White or charred appearance of burned areas	
7. Minor damage which will heal rapidly	
8. Wet appearance on burned skin surface	
9. Loss of all skin layers	
10. Nerve endings in skin destroyed	

ANSWERS

Check-Out Activity

CLASSIFYING BURNS

Classify each burn symptom below as first, second, or third degree burns.

BURN SYMPTOM	BURN CLASSIFICATION
1. Slight redness	First Degree
2. Red mottled appearance of burned skin surfaces	Second Degree
3. Deep tissue destruction	Third Degree
4. Blisters	Second Degree
5. Mild swelling and pain	First Degree
6. White or charred appearance of burned areas	Third Degree
7. Minor damage which will heal rapidly	First Degree
8. Wet appearance on burned skin surface	Second Degree
9. Loss of all skin layers	Third Degree
10. Nerve endings in skin destroyed	Second Degree

DEMONSTRATING THE STOP, DROP, AND ROLL TECHNIQUE

OBJECTIVE

DEMONSTRATE THE STOP, DROP, AND ROLL TECHNIQUE.

YOUR DEMONSTRATION WILL BE RATED in accordance with the Instructor's Final Checklist.

or

GIVEN a classmate playing the role of a burning victim and a cover, DEMONSTRATE HOW TO ASSIST THE VICTIM IN THE STOP, DROP, AND ROLL TECHNIQUE

YOUR PERFORMANCE WILL BE RATED in accordance with the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will realize that fire fighters have the responsibility to teach fire safety techniques and will support any recommendations made by them.

CONTENTS OF MODULE

	Learning Activity Number
Instruction Sheets	
I. PERFORMING THE STOP, DROP, AND ROLL TECHNIQUE	1
II. ASSISTING BURNING VICTIMS	4
Instructor's Final Checklist	
DEMONSTRATING THE STOP, DROP, AND ROLL TECHNIQUE	6

CHECK-OUT ACTIVITIES

Demonstrate the stop, drop, and roll technique,

or

Demonstrate how to assist a burning victim. One of your classmates will play the role of the victim.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	NOTE: To support this task assignment sheet, you may provide the class with literature on fire safety.	National Fire Protection Association 47D Atlantic Avenue Boston, MA 02210	
1	Have the class read Instruction Sheet I. Discuss: the safe and hazardous fabrics; why running is hazardous to a burning victim; and the stop, drop, and roll procedure.	Instruction Sheet I	
2	Have each student bring to class one swatch of fabric, either fire safe or fire hazardous. Garments would be acceptable also. As a class, discuss the characteristics of the various kinds of fabrics, and determine whether they are fire safe or hazardous. Divide the class into groups. Have each group prepare a display of either safe or hazardous fabrics.	Swatches of fire safe and hazardous fabrics Bulletin board or display area	
3	Have students practice stop, drop, and roll procedures. (If class time does not permit, they may practice at home.)		
4	Have students read Instruction Sheet II. Discuss the procedures for assisting a running, burning victim.	Instruction Sheet II	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
5	Arrange for someone from your local Fire Department to talk with the class about fire safety. Ask specifically for a demonstration of assisting a running, burning victim. Students may practice the technique during the demonstration if it is practicable. If not, they may practice at home.	Suggested Resource Persons: Personnel from your local Fire Department Covers for burning victims such as towels, bedspreads, blankets, rugs, or coats	
6	For this Check-Out Activity students have the choice of demonstarting how to assist a running, burning victim. Several methods may be used: 1. Have some students demonstrate in class. Use the Instructor's Final Checklist to evaluate each student's performance. 2. Have students visit other classrooms to demonstrate the technique. Have the teacher complete the Instructor's Final Checklist. 3. Have students demonstrate the technique at home. Have a parent complete the Instructor's Final Checklist.	Covers for running, burning victims Instructor's Final Checklist	

Instructor's Final Checklist

DEMONSTRATING THE STOP, DROP, AND ROLL TECHNIQUE

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
1. In demonstrating the stop, drop, and roll technique, the student:		
a. Kept calm	[ ]	[ ]
b. Dropped quickly to the floor	[ ]	[ ]
c. Rolled over and over	[ ]	[ ]
d. Kept flames away from the face by:		
(1) Crossing arms over the chest	[ ]	[ ]
or		
(2) Placing one hand over the face and the other arm over the chest	[ ]	[ ]
e. Assured that fire was out	[ ]	[ ]
2. In assisting a burning victim, the student:		
a. Kept calm	[ ]	[ ]
b. Gently forced the victim to the floor	[ ]	[ ]
c. Crossed the victims arms across the chest	[ ]	[ ]
d. Rolled the cover around the victim	[ ]	[ ]
f. Assured that fire was out	[ ]	[ ]

USING THE ZIP CODE DIRECTORY

OBJECTIVE

GIVEN ten addresses and a ZIP Code Directory,

WRITE THE ZIP CODE FOR EACH ADDRESS.

AT LEAST EIGHT of the addresses must have the correct ZIP Code.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will understand that the correct ZIP Code can route mail more directly and quickly.

CONTENTS OF MODULE

Instruction Sheets	Learning Activity Number
1. USING THE ZIP CODE DIRECTORY	6

CHECK-OUT ACTIVITIES

You will be provided addresses and a ZIP Code Directory.

Write the ZIP Code for each address.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students bring envelopes to class that bear addresses, including ZIP Codes. Discuss the position of the ZIP Codes in the addresses: the last line of the destination and return address. Let students read some of the addresses to the class. As they read, list the ZIP Codes on the chalk board. Call attention to the different code numbers.	Envelopes on which the addresses include ZIP Codes	
2	Explain to the class the meaning of the numbers in the ZIP Code: --The first digit divides the country into ten large groups of states numbered from 0 in the Northeast to 9 in the Far West. (Kentucky falls in Group 4.) --Each state in a large group is divided into an average of ten smaller geographic areas. These areas are identified by the second and third digits. --The fourth and fifth digits identify the local delivery area.		

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
3	Duplicate or make a transparency of a page from the "State List of Post Offices" section and a page from the "Post Office with Street Listings" section of the ZIP Code Directory. (The pages should correspond; e.g., "Louisville" should appear on both pages.) Have the class identify the format and information provided on each page.	Pages from the ZIP CODE DIRECTORY Transparency Overhead projector	
4	Demonstrate for the class how to find a ZIP Code in the ZIP Code Directory.	ZIP Code Directory or transparency of pages from the Zip Code Directory	
5	Have each student make a mini-ZIP Code Directory for his/her city, county, or places he/she would like to visit. Since small towns have only one ZIP Code, students from small towns should make mini-directories for counties or places to visit. Since cities have several ZIP Codes, students from the larger cities may make a mini-directory for the city or places to visit.	ZIP Code Directory	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
6	Prepare ten addresses and distribute them to each student. Have the students use the ZIP Code Directory to find the ZIP Code and have them write it by each address. Check each student's paper and, use the Instructor's Final Checklist to evaluate each student's performance.	ZIP code Directory (more than one Directory is preferable) Ten addresses Instructor's Final Checklist	

Instructor's Final Checklist

USING THE ZIP CODE DIRECTORY

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
In using the ZIP Code Directory, the student wrote the correct ZIP Codes for at least eight of the ten addresses..	[ ]	[ ]

FIGURING POSTAGE RATES

OBJECTIVE

GIVEN a postage rate chart and descriptions of twenty pieces of mail,

FIGURE THE POSTAGE FOR EACH PIECE OF MAIL.

THE POSTAGE must be figured correctly for at least sixteen of the twenty pieces of mail.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will understand that each class of mail is handled differently and for this reason requires a special postage rate.

CONTENTS OF MODULE

	Learning Activity Number
Instruction Sheets	
I. IDENTIFYING CLASSES OF MAIL	1
Instructor's Guide Sheet	
FIGURING POSTAGE RATES	6

CHECK-OUT ACTIVITIES

You will be provided a postage rate chart and descriptions of twenty pieces of mail.

Figure the postage for each piece of mail listed.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students read Instruction Sheet I. Discuss the characteristics of each class of mail.	Instruction Sheet I	
2	Have students bring to class several pieces of mail. As a class, classify each piece. Have students discuss the amount of postage attached to the mail. Divide the class into four groups. Assign each group one of the four classes of mail and have it prepare a display.	First-, second-, third-, and fourth-class mail Bulletin board/display area	
3	Divide the class into groups of three or four. Provide each group a postal rate chart. Have students study the chart. Discuss the parts of the chart and how to use them. (Pay particular attention to the rates for the four classes of mail.)	A supply of "Postage Rates, and Information" charts (Your local post office makes this chart available free of charge.)	
4	Demonstrate for the class how to figure postage rates for each class of mail.	"Postage Rates, Fees, and Information"	
5	Make a brief list of mail. Include the specific description, e.g., letter, weighing 1½ oz.	'Postage Rates, Fees, and Information"	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
5	Have students determine the class for each piece of mail listed and find the postage rate. Discuss each answer in class.		
6	Provide each student a list of mail. Have several postage rate charts available for use. Have students figure the postage rates for each piece of mail listed. Check each student's answers. Use the Instructor's Final Checklist to evaluate his/her performance.	A list of twenty pieces of mail (Describe each piece in the same manner as in Learning Activity 5.) "Postage Rates, Fees, and Information" Instructor's Final Checklist	

Instructor's Final Checklist

FIGURING POSTAGE RATES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
In figuring postage, the student figured the correct amount for at least sixteen of the twenty pieces of mail listed..	[ ]	[ ]

SORTING AND DELIVERING MAIL

OBJECTIVE

GIVEN mail,

SORT AND DELIVER THE MAIL.

THE MAIL should be sorted according to the ZIP Code and each piece delivered to the address indicated on the letter.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will appreciate the care and accuracy with which mail carriers sort and deliver the mail.

CONTENTS OF MODULE

Instructor's Final Checklist	Learning Activity Number
SORTING AND DELIVERING MAIL	4

CHECK-OUT ACTIVITIES

Deliver a bundle of mail that was sorted in Learning Activity 3. Have each person receiving mail sign a statement that he/she received it.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have the class make up a ZIP Code directory for the school. The first three digits indicate which floor of the school, and the last three indicate which room for the floor. For example, the second floor of your school may receive the ZIP code 202. The rooms on that floor may receive ZIP Codes 20201, 20202, 20203, etc.		
2	Have each student write a letter to five friends who are not in this class at this time. (They will write on only one side of the paper.) Have them fold each letter into thirds, staple it, and write the address; name of friend; room number; floor; name of school; ZIP Code. Have students deposit their letters in the box.	Five sheets of plain paper for each student Pens or pencils Box for depositing the letters	
3	Divide the class into four groups. Provide each group a supply of of mail, and have it sort the letters by floor and room. When each group has sorted the mail, have the class bundle it according to room and put a rubber band around it.	The box of letters deposited in Learning Activity 2 Rubber bands	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
4	Provide each student a bundle of mail to deliver to students in the room indicated on the bundle. (If there is not enough mail to go around, two or three students may work together to deliver the mail to the same room.) Prepare a statement that "Mail has been received in room ___ on this day." Provide each "mail carrier" with a sheet of paper bearing this statement. Instruct him/her to obtain the signature of each student who receives a letter(s). (The room numbers and signatures can be used to vertify that the mail has been sorted and delivered correctly.) Use the Instructor's Final Checklist to evaluate each student's performance.	Bundles of mail sorted in Learning Activity 3. Statements of having received mail Instructor's Final Checklist	

Instructor's Final Checklist

SORTING AND DELIVERING MAIL

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In sorting and delivering mail, the student:

	Accomplished	Not Accomplished
1. Sorted the mail according to the ZIP code.................	[ ]	[ ]
2. Delivered the mail to the address inidicated on the letter..	[ ]	[ ]

WRITING A CAMPAIGN SPEECH

OBJECTIVE

GIVEN a basic speech outline,

WRITE A CAMPAIGN SPEECH.

YOUR speech should include the essential parts contained in the speech outline.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will realize that good speeches are organized in such a way that the listener can follow and understand the basic points the speaker wants to convey.

CONTENTS OF MODULE

	Learning Activity Number
Instruction Sheets	
I. PLANNING A SPEECH	1
Student Self-Check	
I. ANALYZING A SPEECH	2
Instructor's Final Checklist	
WRITING A CAMPAIGN SPEECH	4

CHECK-OUT ACTIVITIES

Write a campaign speech, using the outline you made in Learning Activity 3.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	As a class, study and discuss the basic speech outline in Instruction Sheet I.	Instruction Sheet I	
2	Have students identify the parts of the campaign speech in Student Self-Check I, using the speech outline in Instruction Sheet I. You may consider acquiring copies of other speeches for the class to analyze.	Student Self-Check I (Answer Key is in this section.) Instruction Sheet I	
3	Have each student select a class or school office which is filled by a student election. Have him/her use the outline in Instruction Sheet I to plan his/her campaign speech for the office selected. Check each completed outline to assure that the essential parts have been included.	Instruction Sheet I	
4	Have each student write a campaign speech, following the outline prepared in Learning Activity 3. Use the Instructor's Final Checklist to evaluate each speech. (NOTE: These campaign speeches will be used in the following task assignment sheet.)	Outlines of campaign speeches Instructor's Final Checklist	

Answer Key

Student Self-Check I
ANALYZING A SPEECH

I. INTRODUCTION TO THE SPEECH

Make pleasant remarks.

Good morning. My name is Don Baxter, and I am one of your candidates for the office of class president.

Introduce the topic.

I am going to tell you some of the things I plan to do if I am elected.

II. BODY OF THE SPEECH

Use a brief transition.

First of all, there are many things we need to start thinking about before we enter high school next year.

State the first point.

Number one on the list is choosing a career. Are you aware of how many new and exciting fields have opened up in just the past few years? There are literaly thousands.

Explain how the activity can be accomplished.

We can learn about four each month by inviting some professionals to speak to our class.

In addition to these speakers, I am going to request class trips to where the jobs are: the city newspaper, a dental lab, the hospital, our science observatory, an art museum, the dinner theater--just to name a few. I plan to appoint a committee to come up with more suggestions and ideas on learning about career choices.

Use a brief transition.

We also need to learn practical things which will help us in our daily lives,

State the second point.

such as gardening.

Explain how the activity can be accomplished.

If elected, I plan to ask our botany teacher to find space so that we may actually plant a garden with vegetables and flowers. Along with gardening outdoors, I think we should learn about indoor plants, and I am going to ask that each of us bring a green plant to care for. Caring for these indoor plants is a part of the school beautification project which I plan to initiate.

III. CONCLUSION OF THE SPEECH

Summarize your topic.

I want this to be the best year we have ever had as a group. I think with my leadership and your ideas, we can make it, not only the best, but the most fun.

Recommend the action that you want.

A vote for Don Baxter is a vote for learning and having fun while you are learning. Thank you.

Instructor's Final Checklist

WRITING A CAMPAIGN SPEECH

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student's campaign speech included the essential parts:

	Accomplished	Not Accomplished
1. Introduction:		
a. Pleasant remarks	☐	☐
b. Introduction of the topic	☐	☐
2. Body:		
a. Brief transition from introduction	☐	☐
b. Statement of points:		
(1) Description of each point	☐	☐
(2) Explanation of how each point will be accomplished	☐	☐
(3) Brief transition between points	☐	☐
3. Conclusion:		
a. Summary of topic	☐	☐
b. Action desired	☐	☐

MAKING A CAMPAIGN SPEECH

OBJECTIVE

GIVEN the campaign speech you wrote in Task Assignment Sheet PA-PS-22,

MAKE A THREE-MINUTE SPEECH TO THE CLASS.

YOUR SPEECH WILL BE RATED in accordance with the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will recognize, appreciate, and enjoy a well-delivered speech.

CONTENTS OF MODULE

Instructor's Final Checklist	Learning Activity Number
MAKING A CAMPAIGN SPEECH	4

CHECK-OUT ACTIVITIES

Give your campaign speech in class.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students copy the nine items listed in the Instructor's Final Checklist. Give an assignment to listen to a speaker and to evaluate him/her using the checklist items. Let the class share their experiences.	Instructor's Final Checklist Suggested Resources for Speakers: School-related events: --Assembly programs --Achievement awards programs --PTA/PTO meetings --Youth organization meetings --English/speech/drama classes Television programs Church meetings Political campaign meetings	
2	Return to each student his/her campaign speech. Have him/her time the length of the speech, and revise it to fit, when necessary, to a three-minute time span. (Students may do this at home or in class.)	Campaign speeches prepared in Task Assignment Sheet PA-PS-22	
3	Have students practice giving their campaign speeches. (Practice can be done at home or in class. If done in class, you may consider dividing the class into small groups and having each group member give his/her speech while the other critique it.)	Campaign speeches (revised when necessary)	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
4	Have each student give his/her campaign speech in class. (Give the student the choice of reading the speech or of presenting it from memory.) Use the Instructor's Final Checklist to evaluate each speech.	Campaign speeches Instructor's Final Checklist	

Instructor's Final Checklist

GIVING A CAMPAIGN SPEECH

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

When giving the campaign speech, the student:

		Accomplished	Not Accomplished
1.	Was dressed neatly	☐	☐
2.	Spoke in a conversational tone (even when reading the speech)	☐	☐
3.	Spoke distinctly	☐	☐
4.	Spoke loudly enough to be heard	☐	☐
5.	Emphasized the main points of the speech	☐	☐
6.	Used gestures when appropriate	☐	☐
7.	Kept eye contact with the audience	☐	☐
8.	Avoided distracting mannerisms	☐	☐
9.	Kept within an acceptable time limit	☐	☐

EXPLAINING MILITARY BENEFITS

OBJECTIVE

GIVEN military pamphlets and brochures,

TELL ABOUT A BENEFIT PROVIDED THE MEMBERS OF A BRANCH OF THE MILITARY SERVICE.

YOUR PERFORMANCE WILL BE RATED in accordance with the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will realize that our government needs high caliber people to serve in the military service, and that it offers a number of benefits in order to get and keep these people.

CONTENTS OF MODULE

Instruction Sheets	Learning Activity Number
I. EXPLAINING MILITARY BENEFITS	4

CHECK-OUT ACTIVITIES

Give in class the report you prepared in Learning Activity 3.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students gather materials from military recruiting offices. Prepare a reference section in the classroom, using the materials obtained.	Pamphlets and brochures from Army, Navy, Air Force, and Marine recruiting office	
2	Have students review the reference materials and list benefits offered by each branch of the military service. Direct each student to choose one of the benefits listed and to find as much information about it as he/she can.	Military reference materials	
3	Have each student prepare a report on the benefit chosen in Learning Activity 2. Have him/her prepare a visual aid to support the report.		
4	Have each student give an oral report on one benefit provided by a branch of the military service. Use the Instructor's Final Checklist to evaluate each report.	Reports prepared in Learning Activity 3 Visual aids prepared in Learning Activity 3 Instructor's Final Checklist	

Instructor's Final Checklist

EXPLAINING MILITARY BENEFITS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In reporting on a benefit provided by a branch of the military service, the student:

	Accomplished	Not Accomplished
1. Identified the branch of service (Army, Navy, Air Force, or Marines)	☐	☐
2. Described one benefit provided to members of the branch of service	☐	☐
3. Used a visual aid to support his/her report	☐	☐

FILLING OUT A 1040 TAX FORM

OBJECTIVE

GIVEN a 1040 Tax Form, tax tables, and a case situation,

FILL OUT THE 1040 TAX FORM.

THE COMPLETED FORM should be neat, readable, and 100% accurate.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will understand the importance of honesty, neatness, legibility, and accuracy in reporting income tax.

CONTENTS OF MODULE

Instructor's Final Checklist	Learning Activity Number
FILLING OUT A 1040 TAX FORM	4

CHECK-OUT ACTIVITIES

You will be provided a 1040 Tax Form, tax tables, and a case situation.

Fill out the 1040 Tax Form.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	NOTE: Before using this task assignment sheet, you will need to obtain the following income tax materials, which are available free of charge: Understanding Taxes Materials 1 teacher's guide 1 general edition reference booklet 1 student text publication for each student 1 enlarged copy of Form 1040 A & B 1 film directory	Understanding Taxes Coordinator P.O. Box 1216 Louisville, KY 40201 (502) 582-6259 Toll-Free 1 (800) 428-9100 Ext. 6259	
1	Review the film directory to identify a film appropriate for your class. Before presenting it to the class, give a brief overview of the film. After showing it, discuss the high points of the presentation.	Understand Taxes Films (Available in 16 mm color or video tape.)	
2	Before presenting the income tax workshop, review the Teacher's Guide, Understanding Taxes. Make the transparencies you plan to use from the masters at the back of the book. In presenting the workshop, take the students through Lesson 1-4. If time permits, they may work the alternate crossword puzzle.	Enlarged copy of Form 1040 A & B A student text publication Understanding Taxes, for each student General edition reference booklet Teacher's guide Marker Transparencies	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
3	Duplicate Part IV of the Final Examination in the teacher's guide. Provide each student a copy of the problems and income tax forms. Assign each student one of the problems. (NOTE: Problem 3 is more difficult.) Use the "Solutions to Final Examination" in the teacher's guide to check the completed tax forms. Use the Instructor's Final Checklist to evaluate each student's work.	Blank 1040 Tax form for each student Teacher's guide Instructor's Final Checklist	

Instructor's Final Checklist

FILLING OUT A 1040 TAX FORM

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student's 1040 Tax Form was:

	Accomplished	Not Accomplished
1. Neat	[ ]	[ ]
2. Readable	[ ]	[ ]
3. 100% accurate	[ ]	[ ]

REPORTING ON GOVERNMENT INSPECTION AGENCIES

OBJECTIVE

GIVEN a government inspector or government investigator job title,

REPORT ON THE TYPE OF WORK PERFORMED BY THE INSPECTOR OR INVESTIGATOR.

YOUR REPORT WILL BE RATED in accordance with the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will appreciate our government's concern for the welfare of its citizens.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. GOVERNMENT INSPECTION AGENCIES	1
Instructor's Final Checklist	
REPORTING ON GOVERNMENT INSPECTION AGENCIES	4

CHECK-OUT ACTIVITIES

Give in the class the report you prepared in Learning Activity 3.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students review the government inspectors and investigators listed in Instruction Sheet I. As a class, identify some of your local government inspectors, such as electrical, plumbing, and building. Use the local telephone directory. Look under the U.S., Kentucky, your county, and your city governments. Have each student select one job title listed in Instruction Sheet I on which to report.	Instruction Sheet I Local telephone directories	
2	Have each student research the type of work performed by the inspector or investigator he/she selected. Here are some suggested methods:		
	a. Read the job description. (NOTE: It may be necessary to explain how to use the DOT. The DOT number for each job is listed in Instruction Sheet I.)	Directory of Occupational Titles OR Occupational Outlook Handbook OR Other references on government inspection agencies	
	b. View an audio-visual presentation.	An audio-visual presentation on government inspection agencies	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	c. Interview a local government inspector or investigator. d. Interview a manager or supervisor of a local organization that has been inspected.	Local government inspectors and investigators Local organizations subject to government inspection	
3	Have each student write a report on the job he/she selected in Learning Activity 1.		
4	Have each student give his/her report in class. Use the Instructor's Final Checklist to evaluate each report.	Reports prepared in Learning Activity 3 Instructor's Final Checklist	

Instructor's Final Checklist

REPORTING ON GOVERNMENT INSPECTION AGENCIES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In reporting on the work of a government inspector or investigator, the student:	Accomplished	Not Accomplished
1. Gave the job title....................................	[ ]	[ ]
2. Described the type of work performed.................	[ ]	[ ]
3. Exhibited special forms or other working materials used on the job (optional)...........................	[ ]	[ ]
4. Explained how the work benefits people..............	[ ]	[ ]

IDENTIFYING LOCAL GOVERNMENT SOCIAL AGENCIES

OBJECTIVE

GIVEN a local telephone or city directory and a city map,

LABEL AND MARK THE LOCATION OF EACH LOCAL GOVERNMENT SOCIAL AGENCY ON THE CITY MAP.

ALL AGENCIES should be correctly located and labeled.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--The student will become aware that there is help available to people with special needs through government agencies.

CONTENTS OF MODULE

Instructor's Final Checklist	Learning Activity Number
IDENTIFYING LOCAL GOVERNMENT SOCIAL AGENCIES	3

CHECK-OUT ACTIVITIES

Turn your completed map in to your instructor.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students use telephone/city directories to find the kinds of government social agencies that are in your community. (NOTE: Most of the agencies relate to bureaus in the Department for Human Resources: Health Services, Manpower Services, Social Insurance, and Social Services.) Some other agencies are: Bureau for the Blind Bureau of Rehabilitation Services, Veterans Administration, and Social Security.	Local telephone directories AND/OR "Examples of Government Social Agencies" (See listings in this section.)	
2	Obtain a supply of city maps. (Your Chamber of Commerce is a good source.) If maps are unavailable have students make them for the area(s) where the government social agencies are located. Have the students insert a pin, place a sticker, or draw a circle on the map where each agency is located and write the name of each agency under its location.	City maps Stickers Pens Pins	
3	Have students turn in their completed maps. Use the Instructor's Final Checklist to evaluate each map.	Completed maps Instructor's Final Checklist	

EXAMPLES OF GOVERNMENT SOCIAL AGENCIES

Health Services

Alcoholism Recovery
Alcohol and Drug Abuse
Crippled Children
Mental Health
Mental Retardation

Manpower Services

Employment
Job Corps
CETA

Social Services

Adult Services
Adoption and Foster Care
Child Abuse-Neglect
Family Services
Juvenile Services

Social Insurance

Emergency Assistance
Food Stamps
Medical Assistance
Public Assistance
Unemployment Insurance

Instructor's Final Checklist

IDENTIFYING LOCAL GOVERNMENT SOCIAL AGENCIES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In identifying the local government social agencies, the student:

	Accomplished	Not Accomplished
1. Correctly marked the location of each agency on the city map..	☐	☐
2. Wrote the correct name of each agency under its location..	☐	☐

EXPLAINING GOVERNMENT SOCIAL AGENCY SERVICES

OBJECTIVE

GIVEN pamphlets, brochures, and other information,

REPORT ON THE SERVICES PROVIDED BY ONE GOVERNMENT SOCIAL AGENCY.

YOUR REPORT should give the name and address of the agency and explain at least two services provided. A poster should be used to support your report.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--The student will be aware of the various services available to people with special needs.

CONTENTS OF MODULE

Instructor's Final Checklist	Learning Activity Number
EXPLAINING GOVERNMENT SOCIAL AGENCY SERVICES	4

CHECK-OUT ACTIVITIES

Give the report you prepared in Learning Activity 2. Display your poster during your report.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students review their lists of the local government agencies and choose one agency to contact for information about services it provides. Students may make contacts by telephone or by visits. (This may be done after school hours.) Information can be obtained through printed materials and/or personal interviews.	Lists of local government social agencies prepared in Task Assignment Sheet PA-PS-27.	
2	Have each student prepare a report on at least two services provided by an agency. (NOTE: Most agencies provide more than two services. Encourage students who report about the same agency to report on different services rather than the same two.) The report should follow the outline in the Instructor's Final Checklist.	Information obtained from the social agencies Instructor's Final Checklist	
3	Have each student prepare a poster displaying the information (printed materials and notes) acquired from the agencies.	Poster supplies	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
4	Have each student give a report on at least two services provided by a government social agency. Use the Instructor's Final Checklist to evalute each report.	Reports prepared in Learning Activity 2. Posters prepared in Learning Activity 3. Instructor's Final Checklist	

Instructor's Final Checklist

EXPLAINING GOVERNMENT SOCIAL AGENCY SERVICES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In reporting on the services provided by a government social agency, the student:

	Accomplished	Not Accomplished
1. Gave the name and address of the agency..............	☐	☐
2. Explained at least two services provided by the agency..	☐	☐
3. Displayed the poster showing information received from the agency..	☐	☐

COUNSELING THE HANDICAPPED

OBJECTIVE

GIVEN a "handicapped" client,

COUNSEL HIM/HER ON POSSIBLE EMPLOYERS AND ON ONE EMPLOYMENT RIGHT.

YOUR PERFORMANCE WILL BE RATED according to the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will realize that everyone has abilities, interests, and needs regardless of physical limitations.

CONTENTS OF MODULE

Instruction Sheets	Learning Activity Number
I. WHO IS DISABLED?	1
II. BEING WITH A HANDICAPPED PERSON	2
III. THE RIGHT TO EMPLOYMENT	4
Instructor's Final Checklist	
COUNSELING THE HANDICAPPED	7

CHECK-OUT ACTIVITIES

You will be provided a "handicapped" client.

Counsel your client on possible employers and on the employment right you selected in Learning Activity 6.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students read Instruction Sheet I. Discuss the list of handicapping conditions.	Instruction Sheet I	
2	Have students read Instruction Sheet II. Discuss each item presented on how to act when in the presence of one who has a physical disability. Let students share their personal experiences in dealing with handicapped persons.	Instruction Sheet II (Bookmarks listing the points presented here are provided by: National Easter Seal Society 2023 W. Ogden Avenue Chicago, ILL 60612 Telephone: (312) 243-8400)	
3	As a class, read each employment right, and discuss it immediately after the reading.	Instruction Sheet III (You can obtain copies of: "Your Rights as a Disabled Person" U.S. Department of Education Washington, D.C. 20202)	
4	The purpose of this learning activity is to identify possible employers of the handicapped. Three suggested methods for doing this are: 1. Review the want ads to identify Affirmative Action Employers and Equal Opportunity Employers. 2. Review the yellow pages to identify tax supported institutions.	Newspaper want ads Telephone directories	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
4	3. Contact large corporations to determine their policies concerning hiring the handicapped. Have students list the information for use in the Check-Out Activity.		
5	Have each student select and research one employment right presented in Instruction Sheet III. Printed matter concerning the handicapped may be obtained through your nearest Department of Rehabilitation and Bureau of Manpower Services, Employment Office.	Instruction Sheet III Literature concerning the handicapped.	
6	Before each student goes through the Check-Out Activity, have him/her identify a classmate to role play the "handicapped client." The client should have a hearing impairment, visual impairment, speech impairment or use crutches or a wheelchair. (NOTE: You might consider having the handicapped person act as counselor, or You might talk to a handicapped individual to determine if participating in this exercise would be painful.)	Lists of possible employers of the handicapped Notes on employment rights selected in Learning Activity 6. Instructor's Final Checklist	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
6	Have each student counsel his/her client on possible employers and the employment right selected in Learning Activity 6. Use the Instructor's Final Checklist to evaluate each student's performance.		

Instructor's Final Checklist

COUNSELING THE HANDICAPPED

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In counseling a handicapped client, the student:

	Accomplished	Not Accomplished
1. Dealt with him/her in the proper manner:		
a. Showed friendly interest........................	[ ]	[ ]
b. Spoke slowly and clearly to the client with a hearing problem (if applicable).................	[ ]	[ ]
c. Gave unhurried attention to the client with a speech problem (if applicable)..................	[ ]	[ ]
d. Offered his/her arm to help guide a client with a visual problem (if applicable)................	[ ]	[ ]
e. Kept a wheelchair or crutches in reach of a client who uses them (if applicable)...........	[ ]	[ ]
2. Informed the client of possible employers...........	[ ]	[ ]
3. Explained one employment right of the handicapped....	[ ]	[ ]

IDENTIFYING GOOD EMPLOYMENT APPLICATIONS

OBJECTIVE

GIVEN three completed employment applications,

CHOOSE THE BEST APPLICATION. LIST THE KINDS OF ERRORS WHICH APPEAR IN THE OTHER TWO APPLICATIONS.

THE BEST APPLICATION should be clean and neat, easy to read, complete and accurate. ALL TYPES OF ERRORS appearing in the other two applications should be listed.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will realize the importance of making a first good impression on a potential employer through a well completed employment application.

CONTENTS OF MODULE

	Learning Activity Number
Instruction Sheets	
I. CLEAN AND NEAT EMPLOYMENT APPLICATIONS	1
II. COMPLETE AND ACCURATE EMPLOYMENT APPLICATIONS	3
III. EMPLOYMENT APPLICATION	5
Student Self-Checks	
I. REVIEWING APPLICATIONS FOR NEATNESS	2
II. REVIEWING APPLICATIONS FOR COMPLETENESS AND ACCURACY	4
Instructor's Final Checklist	
IDENTIFYING GOOD EMPLOYMENT APPLICATIONS	6

CHECK-OUT ACTIVITY

You will be provided three complete employment applications.

Write the number of the best application. List the kinds of errors which appear in the other two applications.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students read Instruction Sheet I. Discuss each point presented. Stress the importance of any application being completed neatly.	Instruction Sheet I	
2	Have students complete Student Self-Check I. When they have finished, discuss each example given.	Student Self-Check I	
3	Have students read Instruction Sheet II. Discuss each point presented. Stress the importance of any application being filled out completely and accurately.	Instruction Sheet II	
4	Have students complete Student Self-Check II. When they have finished, discuss each example given.	Student Self-Check II	
5	As a class, study and discuss the completed employment application. (You may consider having students complete a simple employment application.)	Instruction Sheet III A blank employment application (Master copy is in this section.)	
6	Provide each student a set of Check-Out Activity Sheets. Have him/her choose the best application and list the kinds of errors appearing on the remaining two applications.	Check-Out Activity Sheets Answer Key Instructor's Final Checklist	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
6	Use the Answer Key to check each student's answers. Use the Instructor's Final Checklist to evaluate each student's performance.		

Instructor's Final Checklist

ADMINISTERING THE OATH TO WITNESSES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In administering the oath, the student:

	Accomplished	Not Accomplished
1. Raised the right hand, and asked the witness to do the same	[ ]	[ ]
2. Asked the witness if his/her religion forbids "swearing"	[ ]	[ ]
3. Administered the oath	[ ]	[ ]
4. Substituted the word "affirm" for the word "swear," when necessary	[ ]	[ ]
5. Waited for the witness to answer	[ ]	[ ]
6. Directed the witness to be seated	[ ]	[ ]

Instructor's Final Checklist

IDENTIFYING GOOD JOB APPLICATIONS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In identifying a good job application, the student:

	Accomplished	Not Accomplished
1. Chose the application that was clean and neat, easy to read, complete, and accurate......................	[ ]	[ ]
2. Listed all types of errors that appeared in the other two applications....................................	[ ]	[ ]

EMPLOYMENT APPLICATION

(PRINT)

JOB APPLIED FOR ______________________ DATE ______________

PERSONAL:

NAME ______________________ BIRTH DATE ______________

ADDRESS ______________________________________

TELEPHONE ______________ SOCIAL SECURITY NUMBER ______________

HAVE YOU EVER BEEN CONVICTED OF A FELONY? YES ☐ NO ☐

IF SO, EXPLAIN ______________________________________

EDUCATION:

LAST SCHOOL ATTENDED ______________________________________

MARK LAST YEAR COMPLETED 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

SKILLS, SPECIAL TRAINING, LICENSES ______________________________

EXPERIENCE:

STARTING WITH THE LAST ONE FIRST, LIST YOUR EMPLOYERS

PERIOD EMPLOYED	NAME & ADDRESS	SALARY	JOB

HEALTH:

DO YOU HAVE ANY PHYSICAL CONDITION THAT COULD LIMIT YOUR ABILITY TO PERFORM THIS JOB? YES ☐ NO ☐ IF SO, EXPLAIN ______________________

____

REFERENCES:

YOU CAN NOT LIST FORMER EMPLOYERS OR RELATIVES

NAME	ADDRESS	YEARS KNOWN	OCCUPATION

SIGNATURE ______________________

Check-Out Activity

IDENTIFYING GOOD EMPLOYMENT APPLICATIONS

Review each of the three attached employment applications. Write the number of the best application. List the errors that appear in the other two applications. USE YOUR OWN PAPER. Do not write on this page.

Master Copy Task Assignment Sheet PA-PS-30

Application #I

EMPLOYMENT APPLICATION

(PRINT)

JOB APPLIED FOR Fire Inspector DATE June, 1983

PERSONAL:

NAME Jamie Johnson BIRTH DATE Dec. 14, 1956

ADDRESS Maple Ave., Shelby, Ky

TELEPHONE 564-289-0000 SOCIAL SECURITY NUMBER 000-00-0000

HAVE YOU EVER BEEN CONVICTED OF A FELONY? YES ☐ NO ☒

IF SO, EXPLAIN

EDUCATION:

LAST SCHOOL ATTENDED ~~St~~ Shelby High

MARK LAST YEAR COMPLETED 1 2 3 4 5 6 7 8 9 10 11 [✓ 12] 13 14 15 16

SKILLS, SPECIAL TRAINING, LICENSES Inspection License

EXPERIENCE:

STARTING WITH THE LAST ONE FIRST, LIST YOUR EMPLOYERS

PERIOD EMPLOYED	NAME & ADDRESS	SALARY	JOB
1978-1982	Shelby Fire Dept.		Fireman

HEALTH:

DO YOU HAVE ANY PHYSICAL CONDITION THAT COULD LIMIT YOUR ABILITY TO PERFORM THIS JOB? YES ☒ NO ☐ IF SO, EXPLAIN

REFERENCES:

YOU CAN NOT LIST FORMER EMPLOYERS OR RELATIVES

NAME	ADDRESS	YEARS KNOWN	OCCUPATION
Curt Hawk	Shelby Fire Dept.	15	Fire Chief
Jacob [illegible] Kahn	Shelby, KY	20	

SIGNATURE

Master Copy

Task Assignment Sheet PA-PS-30

Application #2

EMPLOYMENT APPLICATION

(PRINT)

JOB APPLIED FOR Salesperson DATE June 1, 1983

PERSONAL:

NAME Carol Conner BIRTH DATE April 2, 1965

ADDRESS Lexington, Kentucky

TELEPHONE 258-4008 SOCIAL SECURITY NUMBER 000-00-0000

HAVE YOU EVER BEEN CONVICTED OF A FELONY? YES ☐ NO ☒

IF SO, EXPLAIN

EDUCATION:

LAST SCHOOL ATTENDED Lexington High

MARK LAST YEAR COMPLETED 1 2 3 4 5 6 7 8 9 10 11 [✓ 12] 13 14 15 16

SKILLS, SPECIAL TRAINING, LICENSES

EXPERIENCE:

STARTING WITH THE LAST ONE FIRST, LIST YOUR EMPLOYERS

PERIOD EMPLOYED	NAME & ADDRESS	SALARY	JOB
1980-1983	Gray's Department Store	$100 wk.	Salesperson

HEALTH:

DO YOU HAVE ANY PHYSICAL CONDITION THAT COULD LIMIT YOUR ABILITY TO PERFORM THIS JOB? YES ☒ NO ☐ IF SO, EXPLAIN

REFERENCES:

YOU CAN NOT LIST FORMER EMPLOYERS OR RELATIVES

NAME	ADDRESS	YEARS KNOWN	OCCUPATION
John Gray	Main St. Lexington, KY	3	Manager, Gray's Dept. Store

SIGNATURE Carol Conner

Application #3

EMPLOYMENT APPLICATION

(PRINT)

JOB APPLIED FOR Social Worker I DATE September 8, 1983

PERSONAL:

NAME Marie Ann Williams BIRTH DATE August 5, 1961

ADDRESS 118 Shady Lane, Frankfort, Kentucky 40601

TELEPHONE 502-569-0101 SOCIAL SECURITY NUMBER 000-00-0000

HAVE YOU EVER BEEN CONVICTED OF A FELONY? YES ☐ NO ☒

IF SO, EXPLAIN —

EDUCATION:

LAST SCHOOL ATTENDED University of Kentucky

MARK LAST YEAR COMPLETED 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 [✓ 16]

SKILLS, SPECIAL TRAINING, LICENSES Major in Sociology

EXPERIENCE:

STARTING WITH THE LAST ONE FIRST, LIST YOUR EMPLOYERS

PERIOD EMPLOYED	NAME & ADDRESS	SALARY	JOB
1979-1980 (Part-time)	Franklin County Hospital Frankfort, Kentucky 40601	$3.50 hr.	Nurse Aide
1980-1981 (Part-time)	Bluegrass Area Community Action Lawrenceburg, Kentucky 40342	$4.00 hr.	Teacher Aide
1981-Present	Bluegrass Area Community Action Lawrenceburg, Kentucky 40342	$4.00 hr.	Social Aide

HEALTH:

DO YOU HAVE ANY PHYSICAL CONDITION THAT COULD LIMIT YOUR ABILITY TO PERFORM THIS JOB? YES ☐ NO ☒ IF SO, EXPLAIN —

REFERENCES:

YOU CAN NOT LIST FORMER EMPLOYERS OR RELATIVES

NAME	ADDRESS	YEARS KNOWN	OCCUPATION
Ms. Wanda Davis	121 Longview Drive Frankfort, Kentucky 40601	12	Teacher
Michael Harris	First Church, 12 Main St. Frankfort, Kentucky 40601	10	Minister
Terry Brown	Oak Street Lawrenceburg, Ky. 40342	4	Social Worker

SIGNATURE Marie Ann Williams

ANSWER KEY

Check-Out Activity

IDENTIFYING GOOD EMPLOYMENT APPLICATIONS

1. Best Employment Application: Application #3

2. Errors Appearing in Application #1:

   a. Letters too big
   b. Letters crowded
   c. Writing difficult to read
   d. Incomplete answers
   e. Questions not applicable do not show "NA" or short line
   f. Messy corrections

3. Errors Appearing in Application #2:

   a. Entries written in longhand
   b. Signature printed
   c. Questions left unanswered
   d. Questions not applicable do not show "NA" or short line
   e. Incomplete answers

SELECTING THE BEST JOB INTERVIEWEE

OBJECTIVE

GIVEN three demonstration job interviews and Interview Rating Forms,

RATE EACH INTERVIEWEE ON THE RATING FORM AND SELECT THE BEST ONE.

THE INTERVIEWEE SELECTED should be the one receiving the highest score.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will be aware that applicants are not hired solely on the basis of job skills. Appearance and actions play an important role in the selection a of new employee.

CONTENTS OF MODULE

Instruction Sheets	Learning Activity Number
I. DRESSING FOR THE JOB INTERVIEW	1
II. ACTIONS ON THE JOB INTERVIEW	3
Student Self-Check	
I. RATING PERSONAL APPEARANCE	2

Evaluator's Final Checklist

SELECTING THE BEST JOB INTERVIEWEE

CHECK-OUT ACTIVITIES

You will be provided copies of an Interview Rating Form. Your instructor will arrange three demonstration interviews.

Complete an Interview Rating Form for each interviewee, and select the best one for the job.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students read Instruction Sheet I. Discuss each of the points on dress and grooming. Stress the importance that employment interviewers place on personal appearance.	Instruction Sheet I	
2	As a class, compare the dress of the interviewees. Have students choose the more appropriately dressed interviewee.	Student Self-Check I	
3	Have students read Instruction Sheet II. Elaborate on each of the items listed. Discuss why each point is important for an employment interviewee to observe during the interview.	Instruction Sheet II	
4	Duplicate a copy of the rating form for each student. Set up a demonstration interview. Follow the procedures described in "Interview Role Playing." Conduct an interview, and have students rate the job applicant.	"Interview Role Playing" (See this section.) Interview Rating Forms (Master copy in this section.)	
5	Duplicate three copies of the rating form for each student. Conduct three demonstration interviews,	Interview Rating Forms "Interview Materials for Check-Out Activity" (See this section.)	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	following the procedures used in Learning Activity 4. Use the cases in "Interview Materials for Check-Out Activity." Have each student use the rating form to evaluate each interviewee. Based on his/her ratings, have him/her select the best interviewee. (NOTE: The three students playing the role of job applicant will be required to rate only two interviewees.) Use the Instructor's Final Checklist to evaluate each student's work.	Instructor's Final Checklist	

INTERVIEW ROLE PLAYING

Set up a demonstration interview in which a student is the job applicant and you are the interviewer. Review the case on the next page. Read the job title and job description to the class; then read the interview case. Explain that you are all going to rate the job applicant on the job interview.

Conduct the demonstration interview. The remarks and questions on the interview materials are intended as general guidelines. The reactions of both interviewers and job applicants will vary greatly. The student job applicant should tell the class about the preparations that would have been made for a real interview, including a description of the clothing that should have been worn.

At the end of the interview have the class rate the applicant, using the Interview Rating Forms.

Summarize the interview. Questions you may ask the class concerning the interview include:

1. What did this job applicant do best?

2. What was the worst thing this job applicant did?

3. Would you offer this applicant the job? Why or why not?

4. What advice would you give this applicant about interviewing?

5. Do you think this applicant should accept this job?

6. Would you ask the interviewer any questions that the applicant did not?

INTERVIEW RATING FORM

Use this form to rate each interview. Score each interview using the point system: Excellent - 15 points; Good - 10 points; Fair - 5 points; Not Acceptable - 0 points.

	Excellent	Good	Fair	Not Acceptable	Points
Grooming					
Clothes					
Posture					
Manners					
Language					
Voice					
Eye and Body Control					
Attitude					
Personality					
Interview Skills					
Preparation					
Qualifications					

Total Points ________

INTERVIEW MATERIALS FOR CHECK-OUT ACTIVITY

CLERK-TYPIST

Job Description

Types letters, bills, statements and other items, copying information from one paper to another. Reads, sorts, and files forms and records. Addresses and stuffs envelopes. Answers telephone, gives messages, and runs errands. Opens, stamps, sorts, and delivers office mail. Stamps forms. Runs office copying machine. Must be able to type and perform other office tasks. Should have a neat, well groomed appearance and good manners. A pleasant personality is preferred. Basic skills are learned in secondary and postsecondary courses. More training is given on the job.

Case

You are the Office Manager for a large company. You ran an ad in the newspaper for a clerk-typist. Now, you are interviewing applicants whose answers favorably impressed you. The business office, where you are holding the interview, is large and modern. Office hours are from 8:00 to 5:00, Monday through Friday. The beginning salary is $500 a month. There is a paid vacation plan.

Opening Remark

Please have a seat, ______________.

Interview Questions

1. Tell me about your work experience?
2. What is your typing speed?
3. What else did you take in school besides typing?
4. How was your attendance record?
5. Are you familiar with filing procedures?
6. What office machines can you use?
7. Do you think that you get along well with people?
8. Do you have any hobbies or special interests?
9. Do you think you would like working in an office like this?

Closing Remark

The receptionist will give you a typing test now.

Interview Role Playing (p. 2)

SERVICE STATION ATTENDANT

Job Description

Pumps gasoline into a vehicle and cleans its windshield. Checks the water in the radiator and battery, the oil in the crankcase, and the air pressure in the tires. May also check parts for wear. Sells and installs parts and accessories. May provide a number of other services such as giving directions. Collects payment in cash or prepares a credit card charge slip. Keeps station station clean. A general knowledge of simple arithmetic is required. Must have a driver's license. Involves working outdoors in all weather conditions. Should be in good physical condition, well groomed, and friendly. Training is given on the job.

Case

You are the Manager of a service station. You have several attendants working for you, and you are looking for another one. You placed a help wanted ad in the newspaper. The pay is $4.65 an hour.

Opening Remark

Let's go inside to the office to talk.

Interview Questions

1. What is your name?
2. Where to you live?
3. Why do you want to work in a service station.
4. Tell me about your work experience. Have you worked on cars before?
5. Do you have a driver's license?
6. How did you do in math in school?
7. How was your attendance record in school?
8. Have you ever been convicted of a serious traffic violation?
9. Part of this job is being a good salesman. Sell me on hiring you.

Closing Remark

We will let you know about the job within ten days. Thanks for coming in.

Interview Materials (p. 3)

HOSPITAL ATTENDANT

Job Description

Answers patients' bell calls. Delivers messages. Carries food and drinks to patients. Feeds patients when necessary. Replaces patients' room supplies and keeps sanitary equipment clean. Makes beds. Washes and dresses patients. Gives back rubs. Takes temperatures. Aids patients in getting in and out of bed and walking. Moves patients in wheelchairs. Delivers and sets up equipment. May clean rooms and do simple nursing work. Must have a strong interest in helping people. Should have such qualities as tact, patience, understanding, and dependability. Training is received on the job or through vocational classes.

Case

You are the Personnel Manager of a hospital. The hospital has its own training program for its attendants. Trained attendants earn $3.25 an hour to start. Benefits include free medical care and use of the hospital cafeteria. The interviews are conducted in your office.

Opening Remark

Have a seat, please, _______________.

Interview Questions

1. Are you familiar with our training program for hospital attendants?
2. Have you taken a course in first aid?
3. Have you ever taken care of a sick person?
4. Why do you want to be a hospital attendant?
5. What do you think are the most important qualifications for nursing work?
6. Does the thought of seeing blood bother you?
7. Are you willing to take a physical examination?
8. Does the idea of working nights upset you?
9. What kind of school attendance record do you have?

Closing Remarks

Thank you for coming in. If we decide to consider your application further, we will get in touch with you.

Interview Materials (p. 4)

MACHINE OPERATOR

Job Description

Tends machine that cuts, shapes, or bends metal plates, sheets, rods, etc. Sets guides to required size and positions material. Pushes button, pulls lever, or steps on treadle to start and stop machine. May measure work and hand finish. May perform such tasks as oiling machine or assisting in machine setup. May stack, mark, pack, and transport finished pieces. Could require physical strength and manual dexterity. Standing, bending, lifting, and carrying physical stamina. Training is given on the job.

Case

You are Personnel Manager of a factory that produces electric wiring. One of the machine operators is leaving, so you are looking for a replacement. Machine operators usually work at 40-hour week. They earn $6.00 an hour, with time and a half for overtime work.

Opening Remark

Come in and have a seat.

Interview Questions

1. How did you find out about this job?
2. What is your work experience?
3. Did you take shop in high school?
4. What kinds of grades did you make in math?
5. How was your school attendance record last year?
6. Do you have any physical condition that could limit your ability to be a machine operator?
7. How long have you lived in this area?
8. Do you have any questions about the job?

Closing Remarks

My secretary will give you an application form to fill out. Get it back to me as soon as you can.

Instructor's Final Checklist

SELECTING THE BEST JOB INTERVIEWEE

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In selecting the best job interviewee, the student:	Accomplished	Not Accomplished
1. Completed an Interview Rating Form for each job interviewee..	[ ]	[ ]
2. Selected the interviewee receiving the highest score..	[ ]	[ ]

READING AN ELECTRIC METER

OBJECTIVE

GIVEN a kilowatt-hour meter and a Daily Meter Readings chart,

FILL OUT THE DAILY METER READINGS CHART FOR ONE WEEK.

YOUR COMPLETED CHART should include the daily meter readings, the kilowatt hours used daily, and the total kilowatt hours used for the week.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will realize that by recording their daily meter readings, they can see how various circumstances affect the kilowatt hours of electricity used; and they can determine where to concentrate conservation efforts.

CONTENTS OF MODULE

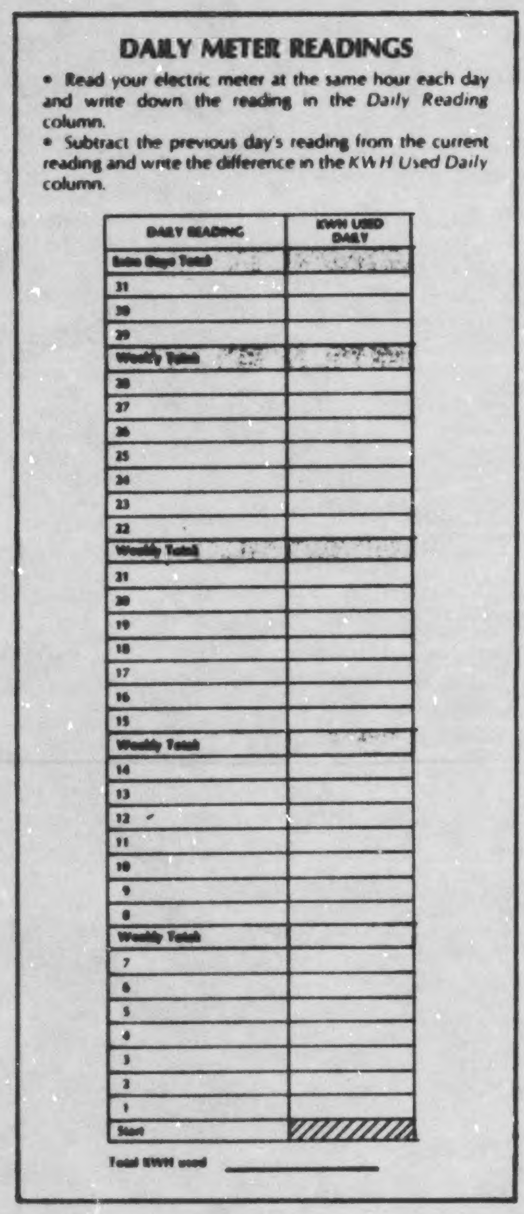
Instruction Sheets	Learning Activity Number
I. READING A KILOWATT-HOUR METER	1
II. DETERMINING KILOWATT HOURS USED	3
Student Self-Checks	
I. READING KILOWATT-HOUR METERS	2
II. FIGURING KILOWATT HOURS USED	4
Instructor's Final Checklist	
READING AN ELECTRIC METER	6

CHECK-OUT ACTIVITIES

Turn your completed Daily Meter Reading chart in to your instructor.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students read Instruction Sheet I. Discuss the meaning of a kilowatt hour. (You may present some problems and have the class figure the number of KWH.) Discuss the steps in reading a kilowatt-hour meter. (NOTE: There are several kinds of electric meters. The kilowatt-hour meter is the one used in most residences.) You may consider inviting a resource person from your local utility company to talk with the class about reading electric meters. (NOTE: Some utility companies have portable meters that they loan to schools.)	Instruction Sheet I Suggested resource person: Meter reader	
2	Have students complete Student Self-Check I. When they have finished, discuss why each reading is as it is; e.g., the reading on the first dial is "1" because the pointer is between the 1 and the 2.	Student Self-Check I	
3	Have students read Instruction Sheet II. Discuss how to find the KWH used.	Instruction Sheet II	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
4	Have students complete Student Self-Check II. When they have finished, explain that the accuracy of the KWH figured for the week can be checked by: a. Adding the daily KWH used. b. Subtracting the first reading from the last reading. c. Comparing the figures. The figures should be the same.	Student Self-Check II	
5	Duplicate a chart for each student, or contact you local utility company to determine if it has charts available for the public. Provide each student a meter reading chart. Explain how to use it. Have each student take meter readings for his/her home for one week. Daily meter readings, KWH used daily, and KWH used for the week should be recorded on the chart.	Daily Meter Readings chart (Master copy is in this section.)	



DAILY METER READINGS

- Read your electric meter at the same hour each day and write down the reading in the *Daily Reading* column.
- Subtract the previous day's reading from the current reading and write the difference in the *KWH Used Daily* column.

DAILY READING	KWH USED DAILY
Extra Days Total	
31	
30	
29	
Weekly Total	
28	
27	
26	
25	
24	
23	
22	
Weekly Total	
21	
20	
19	
18	
17	
16	
15	
Weekly Total	
14	
13	
12	
11	
10	
9	
8	
Weekly Total	
7	
6	
5	
4	
3	
2	
1	
Start	▨

Total KWH used ____________

Instructor's Final Checklist

READING AN ELECTRIC METER

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student's Daily Meter Readings chart, included:

	Accomplished	Not Accomplished
1. The daily meter readings for one week................	☐	☐
2. The kilowatt hours used daily........................	☐	☐
3. The kilowatt hours used for the week.................	☐	☐

FIGURING ELECTRIC APPLIANCE OPERATING COSTS

OBJECTIVES

GIVEN three electric appliances and their wattage ratings,

FIGURE THE OPERATING COST OF EACH APPLIANCE FOR ONE WEEK.

THE OPERATING COST must be figured correctly for each appliance.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will understand why electric bills vary.
--Students will understand that money can be saved by conserving electricity.

CONTENTS OF MODULE

	Learning Activity Number
Instruction Sheets	
I. FIGURING APPLIANCE OPERATING COSTS	1
Student Self-Check	
I. FIGURING APPLIANCE OPERATING COSTS	2
Instructor's Final Checklist	
FIGURING ELECTRIC APPLIANCE OPERATING COSTS	5

CHECK-OUT ACTIVITIES

Figure the operating costs for one week for the three electric appliances you listed in Learning Activity 4. Show how you figure each cost. Turn in the list you prepared in Learning Activity 4 along with your answers.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have the class read Instruction Sheet I. Review the steps in figuring the cost of operating an electric appliance. (NOTE: It may be necessary to review multiplying decimals.)	Instruction Sheet I	
2	Have students work the problems in Student Self-Check I. Go over each problem after the students have finished. (NOTE: The answers in this Student Self-Check have been rounded off to the nearest cent.)	Student Self-Check I	
3	Contact your local electric utility company to acquire several rate schedules. Make them available to the class. Have students study the various rates for business, home, etc. Have them determine the rate for residential areas in their community.	Electric rate schedule	
4	Have students determine the wattage for three electric appliances used in their homes. (The wattage is usually listed on the product.)	Three electric appliances used in the student's home	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
4	Have them bring to class a listing of each appliance, its wattage rating, and the approximate number of hours per week it uses electricity.		
5	Have each student use his/her list to figure the operating cost for each electric appliance. Instruct the class to show the math used for figuring each cost. Have each student turn in the list he/she prepared in Learning Activity 4. Check the answers, and use the Instructor's Final Checklist to evaluate each student's work.	Lists developed in Learning Activity 4. Instructor's Final Checklist	

Instructor's Final Checklist

FIGURING ELECTRIC APPLIANCE OPERATING COSTS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In figuring electric appliance operating costs, the student:

	Accomplished	Not Accomplished
1. Determined the wattage ratings for three electric appliances...	[ ]	[ ]
2. Figured the correct operating costs for each appliance for one week..	[ ]	[ ]

IDENTIFYING GOOD TEACHING CHARACTERISTICS

OBJECTIVES

GIVEN eighteen statements about teaching characteristics,

IDENTIFY THE STATEMENTS THAT DESCRIBE GOOD CHARACTERISTICS.

TWELVE STATEMENTS should be identified.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will learn what it takes to be a good teacher.

CONTENTS OF MODULE

	Learning Activity Number
Instruction Sheets	
I. DO'S AND DON'TS FOR TEACHING	2
Instructor's Final Checklist	
IDENTIFYING GOOD TEACHING CHARACTERISTICS	4

CHECK-OUT ACTIVITIES

You will be provided statements about teaching characteristics.

Identify and copy the good characteristics on your paper.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students list characteristics of a "good" teacher they have had. Let them read their lists in class.		
2	Have students read Instruction Sheet I. Discuss the Do's and Don'ts listed and the effect of each one in the classroom	Instruction Sheet I	
3	Have students copy the list of Do's in Instruction Sheet I. Have each student interview two teachers to determine the five characteristics they consider the most important. Have students report their findings to the class.	Instruction Sheet I	
4	Prepare a list of the eighteen teaching characteristics taken from Instruction Sheet I. Arrange the Do's and Don'ts in random order. Provide each student a copy. Have students identify and write the good teaching characteristics (those listed under DO'S in Instruction Sheet I). Use the Instructor's Final Checklist to evaluate each student.	Instruction Sheet I. Instructor's Final Checklist	

Instructor's Final Checklist

IDENTIFYING GOOD TEACHING CHARACTERISTICS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
In identifying good teaching characteristics, the student copied the twelve good characteristics.................	[ ]	[ ]

RECORDING STUDENT ATTENDANCE

OBJECTIVE

GIVEN a Record of Daily Attendance form,

RECORD THE DAILY ATTENDANCE FOR ONE WEEK FOR TEN OF YOUR CLASSMATES, AND FIGURE THE AGGREGATE TOTALS.

YOUR COMPLETED FORM will be rated in accordance with the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will realize that many school funds are based on student attendance and that keeping accurate attendance records is of tremendous importance.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. KEEPING A RECORD OF DAILY ATTENDANCE	1
Instructor's Final Checklist	
RECORDING STUDENT ATTENDANCE	3

CHECK-OUT ACTIVITIES

You will be provided a Record of Daily Attendance form.

Record the daily attendance for one week for ten of your classmates, and figure the aggregate total.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have the class study the example of a Record of Daily Attendance. Discuss each part of the form and the information included.	Instruction Sheet I	
2	Duplicate the form, and provide each student a copy. Develop a case situation to cover information similar to that in Instruction Sheet I. Have the class fill out the form step by step together.	Record of Daily Attendance form (Master copy is in this section.) Case situation for student daily attendance	
3	Provide each student a copy of the form. Have him/her keep a record of the daily attendance for one week for ten classmates. Use the Instructor's Final Checklist to evaluate each record.	Record of Daily Attendance form Instructor's Final Checklist	

Master Copy

Task Assignment Sheet PA-PS-35

RECORD OF DAILY ATTENDANCE

Total Days ______ Dismissed ______ Taught ______

Identification Number	Transportation Code	PUPILS' NAMES (List Alphabetically by Grades)																						Principal Causes of Absences
(1)	(2)	(3)	No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1			1																					
2			2																					
3			3																					
4			4																					
5			5																					
6			6																					
7			7																					
8			8																					
9			9																					
10			10																					
11			11																					
12			12																					
13			13																					
14			14																					
15			15																					
		TOTAL DAYS PRESENT																						Aggregate Total
		TOTAL DAYS ABSENT																						
		TOTAL DAYS MEMBERSHIP																						

Instructor's Final Checklist

RECORDING STUDENT ATTENDANCE

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In recording student attendance, the student:	Accomplished	Not Accomplished
1. Listed ten classmates' names in alphabetical order...	[ ]	[ ]
2. Listed the dates and days..........................	[ ]	[ ]
3. Marked all absences for one week....................	[ ]	[ ]
4. Listed principal causes of absences, when available..	[ ]	[ ]
5. Figured the correct aggregate totals:		
a. Total days present..............................	[ ]	[ ]
b. Total days absent...............................	[ ]	[ ]
c. Total days membership...........................	[ ]	[ ]

MAKING A LESSON PLAN

OBJECTIVE

GIVEN a Lesson Plan Sheet and a lesson topic,

MAKE A LESSON PLAN.

YOUR LESSON PLAN will be rated in accordance with the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will become aware of the necessity for developing a well organized, step-by-step plan before attempting to teach a lesson.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. LESSON PLAN SHEET	1
Instructor's Final Checklist	
MAKING A LESSON PLAN	3

CHECK-OUT ACTIVITIES

You will be provided a Lesson Plan Sheet.

Make a lesson plan for the topic you chose in Learning Activity 2.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	Before students work on this task, it is suggested that you order the free materials related to crime prevention. These materials relate to public service occupations and can be used as topics for the lesson plans.	"Suggested Reference for Use in Making Lesson Plans" (in this section.)	
1	Have the class, go over each section of the Lesson Plan Sheet together. You may want to have students practice writing objectives for topics you present. (The point that must be emphasized is that the objective is what the student is to accomplish after the lesson has been presented.)	Instruction Sheet I	
2	Make a table display of the materials on crime prevention. Have each student review the materials and choose a lesson topic.	References on crime prevention	
3	Duplicate the Lesson Plan Sheet and provide each student a copy. (You may prefer to have students copy the outline in the Lesson Plan Sheet in Instruction Sheet I.) Have each student develop a lesson plan for the lesson topic he/she chose in Learning Activity 2.	Lesson Plan Sheet (Master copy is in this section.)	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	Use the Instructor's Final Checklist to evaluate each lesson plan.	Instructor's Final Checklist	
	(NOTE: This Task Assignment Sheet will be used in PA-PS-37.)		

SUGGESTED REFERENCES FOR USE IN MAKING LESSON PLANS

The following leaflets, pamphlets, and booklets are provided free of charge by the: Kentucky Department of Justice, Office of Crime Prevention, State Office Building Annex, Frankfort, KY 40601.

1. "A Prevention Approach to: Vandalism and Theft in Kentucky Schools," (Volume I and II)
2. "Your Security Starts at Home! A Guide to Home Burglary Prevention"
3. "Crime Prevention for Rural Communities"
4. "Recreational Area Crime Prevention"
5. "C.B. Patrol: Rules and Regulations"
6. "Would you Like to Start a Neighborhood Watch in your Connumity?"
7. "Community Security Check and Community Lighting Check"
8. "Operation Identification"
9. "Help Catch a Crook"
10. "Shoplifting Another Word for Stealing"
11. "Bad Checks are Bad Business"

Instructor's Final Checklist

MAKING A LESSON PLAN

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In making a lesson plan, the student:

	Accomplished	Not Accomplished
1. Completed each section of the Lesson Plan Sheet:		
a. Class	☐	☐
b. Lesson topic	☐	☐
c. Specific objective	☐	☐
d. Motivational activity	☐	☐
e. Teaching procedure	☐	☐
f. Materials needed	☐	☐
2. Built all activities around the lesson topic	☐	☐
3. Organized the plan in a logical teaching sequence	☐	☐

Check-Out Activity

LESSON PLAN SHEET

CLASS ______________________________

LESSON TOPIC ____

SPECIFIC OBJECTIVE ___(What will the learner be able to do after going through the lesson?)____

MOTIVATIONAL ACTIVITY ______(What will make the learner want to know more about the lesson?)____

TEACHING PROCEDURE ____
____
____
____
____

MATERIALS NEEDED ____
____
____
____

TUTORING

OBJECTIVE

GIVEN a learner, a lesson plan, and a Tutor Log,

TUTOR THE LEARNER, AND COMPLETE THE TUTOR LOG.

THE LESSON PLAN activities should be carried out, and ALL SECTIONS of the Tutor Log should be completed.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will develop more leadership skills as they gain experience in implementing plans.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. TUTORING A LEARNER	1
Instructor's Final Checklist	
TUTORING	5

CHECK-OUT ACTIVITIES

You will be provided a Tutor Log.

Tutor the classmate you chose in Learning Activity 4, and complete the Tutor Log.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have the class read Instruction Sheet I. Discuss each of the items presented.	Instruction Sheet I	
2	Demonstrate tutoring techniques, working with only one learner.	Lesson plan Materials necessary to present the lesson plan Learner	
3	Be sure that each student has in hand his/her lesson plan. Have students review their lesson plans and assemble the materials necessary to teach the plan.	Lesson plans prepared in Task Assignment Sheet PA-PS-36	
4	Since students will be tutoring one-on-one, it is suggested that each student be allowed to choose the classmate he/she wants to tutor. It is also suggested that the two classmates plan to tutor each other.		
5	Make sure that each student has a lesson plan, a learner, and a Tutor Log. Have each student present his/her lesson plan to a classmate and complete a Tutor Log based on the tutoring session. Use the Instructor's Final Checklist to rate the student's performance.	Each student's lesson plan A learner for each student Tutor log for each student (Master copy is in this section.) Instructor's Final Checklist	

Instructor's Final Checklist

TUTORING

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In tutoring a classmate, the student:

	Accomplished	Not Accomplished
1. Carried out the lesson-plan activities...............	☐	☐
2. Completed all sections of the Tutor Log..............	☐	☐

Check-Out Activity

TUTOR LOG

Name of Learner ______________________________

Lesson Topic ____

Materials Used	Questions asked by the Learner

Did the student meet the lesson plan objective?

What went right?

What went wrong?

What should be changed?

Comments:

HANDLING STUDENT/TEACHER SITUATIONS

OBJECTIVE

GIVEN four cases describing student/teacher situations and possible solutions,

CHOOSE THE BEST SOLUTION FOR EACH CASE.

THE BEST SOLUTION should be chosen for at least three of the situations.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will realize that the teaching profession requires that those who enter it must like young people and know how to deal effectively with their problems as they relate to the classroom.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. TIPS ON HANDLING STUDENT/TEACHER SITUATIONS	1
Instructors's Final Checklist	
HANDLING STUDENT/TEACHER SITUATIONS	3

CHECK-OUT ACTIVITIES

You will be provided cases describing student/teacher situations and possible solutions.

Copy the best solution for each case.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have the class read Instruction Sheet I. Discuss each tip presented and how it can effect a student/teacher problem.	Instruction Sheet I	
2	Divide the class into small groups. Provide each group a topic for a student/teacher problem, or allow it to select its own topic. Some suggestions for topics are students: talking in class; smoking on school property; vandalizing school property; stealing; using foul language in class; having unexcused absences; refusing to follow directions. Have each group prepare and present a short skit about the situation and how the teacher should handle it. After each skit, have the rest of the class analyze the solution used to solve the problem. The tips in Instruction Sheet I should be considered in the analysis.		
3	Duplicate the Check-Out sheets and provide each student a copy. Have students copy, on their own paper, the best solution to each case.	Check-Out Activity sheets (Master copy is in this section.)	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	Use the Instructor's Final Checklist to evaluate each student.	Instructor's Final Checklist	

Instructor's Final Checklist

HANDLING STUDENT/TEACHER SITUATIONS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
The student chose the best solution for at least three of the cases describing student/teacher situations........	[ ]	[ ]

MAKING LIBRARY CARDS

OBJECTIVES

GIVEN an author card,

MAKE THE EXTRA CARDS FOR THE CARD CATALOG.

THE CORRECT NUMBER of cards should be made, and the CORRECT INFORMATION should be entered on each card.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will learn that a library serves people of all socio-economic and educational levels. Therefore, information must be made available to all those individuals who use the library.

CONTENTS OF MODULE

	Learning Activity Number
Instruction Sheets	
I. MAKING EXTRA CARDS FOR THE CARD CATALOG	1
Instructor's Final Checklist	
MAKING LIBRARY CARDS	4

CHECK-OUT ACTIVITIES

Make the extra cards for the author card you received in Learning Activity 3.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have the class read Instruction Sheet I. Discuss each of the library cards shown.	Instruction Sheet I	
2	Arrange for students to visit a library--school and/or public. Have them look through the card catalog to identify author cards with extra card listings and then locate the extra cards.	Library card catalog Index cards	
3	Ask each student, while at the library, to copy onto an index card the information from an author card showing an extra card listing. Have him/her bring the card to class. Then have the students exchange cards.		
4	Have each student prepare the extra cards for the author card he/she received in Learning Activity 3. Use the Instructor's Final Checklist to evaluate each student's work.	Author cards prepared in Learning Activity 3. Instructor's Final Checklist	

Instructor's Final Checklist

MAKING LIBRARY CARDS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In making extra cards for the card catalog, the student:	Accomplished	Not Accomplished
1. Made a card for each one listed on the author's card........	[ ]	[ ]
2. Entered the correct leading on each card........	[ ]	[ ]
3. Entered the correct description and call number on each card........	[ ]	[ ]

PREPARING A BOOK DISPLAY

OBJECTIVE

PREPARE A BOOK DISPLAY FOR A TOPIC OF YOUR CHOICE.

YOUR DISPLAY should depict the topic in an attention-getting manner.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will learn that being able to read is actually a survival skill in today's society.

CONTENTS OF MODULE

Instructor's Final Checklist	Learning Activity Number
PREPARING A BOOK DISPLAY	5

CHECK-OUT ACTIVITIES

Prepare a display of books or of a book list.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have each student, or if you prefer, small groups of students choose a topic for a book display.		
2	Arrange with the school librarian for the class to use the card catalog to identify books on the topics chosen. Have students review the books on the topics and select the ones for a display.	Card catalog Library books	
3	Have students check out the books selected, or make a list of the books selected. (You may decide which you prefer the students to do.)	Selected library books	
4	Have students make a sign showing the topic of their display. (NOTE: You may have students bring objects or pictures to accompany their displays.)	Poster paper Marking pens	
5	Have students prepare a display of the books or of the book lists. (NOTE: You may have the librarian judge the displays for first, second, and third place and exhibit them in the library.)	Cartons or furniture for each book display Cartons or bulletin board for book list displays	

Instructor's Final Checklist

PREPARING A BOOK DISPLAY

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In preparing a book display, the student:

	Accomplished	Not Accomplished
1. Chose books that depict the topic....................	☐	☐
2. Displayed the books or book list in an attention-getting manner....................................	☐	☐

APPENDIX

PRACTICAL ARTS VIDOETAPES

These videotapes are available through the Kentucky Department of Education, Division of Materials and Curriculum, 19th Floor, Capital Plaza tower, Frankfort, Kentucky 40601; Telephone: (502) 564-2000.

Agribusiness, Natural Resources and Environmental Occupations

"Coal: Kentucky's Ace in the Hole": 1/2-inch color cartridge; 23 minutes; some on 1/2-inch reel-to-reel; 2 copies on 3/4-inch cassette. Describes types of occupations available in the coal industry and discusses useful coal by-products.

"Wildlife": 3/4-inch color cassette; 25 minutes. Explains the role of wildlife in conservation.

"Energy Careers": 1/2-inch color cartridge; 15 minutes; some on 1/2-inch reel-to-reel; 2 copies on 3/4-inch cassette. Explores careers in the alternative energy areas of solar energy, wind, and coal liquification.

"Agribusiness": 3/4-inch color cassette; 18 minutes. Deals with careers in agriculture and other farm-related careers.

Business and Office Occupations

"One Moment, Please": 1/2-inch color cartridge (2 cartridges available); 18 minutes. Explores occupations, ranging from camera operator to producer, available in radio and television production and necessary qualifications.

"Number, Please": 3/4-inch color cassette; 18 minutes. Discusses careers available in the telephone industry and shows on-the-job interviews for jobs in the industry.

"Roll the Presses": 3/4-inch cassette; 19 minutes, 20 seconds. Gives overview of careers needed to produce a newspaper.

Construction Occupations

"Construction Careers": 1/2-inch color cartridge; 20 minutes; some on 1/2-inch reel-to-reel; 2 copies on 3/4-inch cassette. Explores types of occupations, including carpenters, electricians, and plumbers, in construction careers and necessary skills needed for these careers.

Home Economics Occupations

"Gainful Home Economics": 3/4-inch color cassette; 20 minutes, 45 seconds. Describes occupations related to home economics in which people are gainfully employed.

Health Occupations

"RX Good Health": 1/2-inch color cartridge; 23 minutes, 2 copies on 3/4-inch color cassette. Explores health careers, such as medical secretary, laboratory technician, and physical therapist, in addition to doctor and nurse.

Hospitality and Recreation Occupations

"Hospitality Unlimited": 1/2-inch cartridge tape; 16 minutes; color; also on 1/2-inch reel-to-reel; 2 copies of 3/4-inch cassette. Identifies careers in the restaurant industry and hotel/motel management.

Manufacturing Occupations

"Down the Assembly Line": 3/4-inch cassette; 18 minutes. Depicts production line workers on the job; introduces students to the division of labor system whereby each worker becomes skilled in a single operation.

Orientation to the World of Work

"The Rest of Your Life": 3/4-inch cassette; 30 minutes. Introduces students to step-by-step procedures necessary in seeking employment.

Personal Service Occupations

"Barbering and Cosmetology": 3/4-inch cassette. Explores careers available in these two areas.

Public Service Occupations

"Dear John Mail": 1/2-inch color cartridge; 20 minutes; 2 copies on 3/4-inch color cassette. Explores the types of postal careers and available postal facilities.

"Law Enforcement": 3/4-inch color cassette; 25 minutes. Presents occupations available in law enforcement careers, ranging from policeman to radio operator, and their functions; also identifies necessary qualifications for entering the occupations.

"Military": 3/4-inch cassette; 17 minutes, 30 seconds. Gives students an overview of various careers associated with the military.

Transportation Occupations

"Tracking A Trucker": 1/2-inch cartridge tape; 22 minutes; color; some on 1/2-inch reel-to-reel; 2 copies on 3/4-inch cassette. Explores occupations needed to support the trucking industry from mechanic to driver.

"The People of the Airlines": 3/4-inch cassette; 22 minutes. Shows people on the job at the airport and on the airplane.

REFERENCES APPROPRIATE FOR CAREER EXPLORATION

Documents

Exploring Careers, 1979
Bulletin 2001
Bureau of Labor Statistics
1371 Peachtree Street, N.E.
Atlanta, GA 30309
Telephone: (404) 881-4418

Occupational Outlook Handbook
Bulletin 1955
Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402
(Cloth Cover) Stock No. 029-001-02067-8
(Paper Cover) Stock No. 029-001-02059-7

Dictionary of Occuaptional Titles
Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402
Stock No. 029-013-00079-9

Sources of Information

Practial Arts Unit
Bureau of Vocational Education
21st Floor
Capital Plaza Tower
Frankfort, KY 40601
Telephone: (502) 564-3472

Gregg/McGraw-Hill
Webster Division
1221 Avenue of the Americas
New York, NY 10020

McKnight Publishing Company
Bloomington, IL 61701

New Jersey Vocational Technical
Curriculum Laboratory
Rutgers University
4103 Kilmer Campus
New Brunswick, NJ 08903

Ohio Department of Education
Division of Vocational Education
Career Development Service
Columbus, OH 43215

Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

Xerox Educational Publications
P.O. Box 16629
Columbus, OH 43216

ADDRESSING STUDENTS WITH SPECIAL NEEDS

Some students may need special help in achieving competency. Ideas are presented here for helping identify those students and modifying materials and techniques to help them succeed.

Identifying Students with Special Needs

Generally speaking, those students who cannot succeed in the regular vocational education programs without special help are termed "students with special needs" (Vocational Education Act of 1963 and Amendments). Persons most likely to be identified as students with special needs are the academically and economically disadvantaged and the handicapped--the mentally retarded, deaf and hard of hearing, speech impaired, emotionally disturbed, orthopedically (physically) impaired, health impaired, and learning disabled.

The handicapped are further identified as those (1) with a physical or mental disability that substantially impairs one or more major life activity--walking, seeing, hearing, speaking, working, or learning; (2) who have a record or history of such impairment or condition; and (3) are regarded as having an impairment (Rehabilitation Act of 1973). Women, minorities, the limited English speaking, and others likely to be underemployed or striving for equal opportunity in employment, when meeting the criteria for academic or economic deprivation, are specifically identified in the disadvantaged group to be given special help.

Formulating a Basic Approach to Teaching

Society recognizes the right of every individual to an appropriate education, and the law mandates giving persons with special needs an equal chance. In brief:

1. The Vocational Education Amendments of 1976 give special emphasis to developing and providing programs of vocational education for "those with special educational handicaps" and reserves moneys to do so.

2. The Education for All Handicapped Children Act of 1975 assures that all handicapped children between the ages of three to twenty-one have available to them a free, appropriate public education which relates to their unique needs and is provided in the least restrictive environment.

3. The Rehabilitation Act of 1973 prohibits discrimination on the basis of handicap in any program or activity receiving federal financial assistance and directs employers to take affirmative action in hiring handicapped people.

4. The Education Amendments of 1972 prohibit discrimination on the basis of sex in educational programs receiving or benefiting from federal financial assistance.

5. The Civil Rights Act of 1964 prohibits discrimination in employment on the basis of sex, race, color, religion, or national origin in any program or activity receiving federal financial assistance--including training for employment.

We must, then, provide equal opportunity to learn in our instructional processes.

Basically, an approach to teaching which recognizes individual differences in all students provides the best atmosphere for disadvantaged and handicapped students. This approach allows students to work at different rates; involves large group, small group, and individual instruction; incorporates a variety of instructional materials, media, and teaching techniques; and involves a variety of learning activities--reading, doing, discussing, listening, viewing, experiencing, sharing, cooperating, relating, using the senses, etc. It gives disadvantaged and handicapped students the dignity of exploring, learning, and facing the same experiences and responsibilities as other students, without limiting their possibilities by stereotyped concepts of what they can or cannot do.

It involves being organized, with students completely familiar with the teaching/learning plan. When beginning a CBVE class, for example, explain what learning to attain competencies means, how the students will carry out their work, how to use the materials, where to find materials, how and when tests will be given, how "passing" or competency is determined, and what your role as a teacher is.

It also means teacher direction for those students who are not self-directed learners--those with poor academic backgrounds who thrive on teacher interaction and need immediate feedback, instruction simplified, procedures modified, social development as well as specific job skills, role models, or other special aid. For these students, the learning activities described in the materials may become the teacher's lesson plan and utilized in large-group and small-group settings before the individual student attempts doing learning activities alone. The teacher-directed class might proceed as follows: teacher introduction to tasks to be performed, explanation of what is to be learned and why, presentation of information in small chunks, demonstration of how, student tryout and practice, time for questions and answers, trial test followed by reteaching, and evaluation. The teacher will employ a variety of strategies to address the learning needs and styles of the student.

Using Special Strategies

In order to determine the most appropriate teaching strategies, assess the class for kinds of special help required, and develop a plan for meeting any unique needs. Refer to Mainstreaming Guidebook for Vocational Educators by Dahl, Appleby, and Lipe, Olympus Publishing Company, Salt Lake City, Utah 84105, for modifications and general classroom strategies for meeting the unique needs of the different handicapped populations.

Also, enlist the advice and help of employers, support personnel, and agencies and organizations serving disadvantaged and handicapped populations in your school system and geographic area.

Redirecting Teaching Strategies Usually Used

Many of the strategies usually used with regular students may be redirected or modified and also provide effective learning activities for students with special needs. An explanation of how this many be done follows.

AUDIO-VISUALS (films, filmstrips, slide/tape, videotapes, and ETV and commercial television programs). The combination of sight and sound provides more effective communication than either sight or sound alone. Audio-visuals may be used to supplement or replace other methods of presenting information. The hearing impaired will require captioning, signing, or a printed script written at the appropriate reading level or presenting only essential details. The visually impaired may glean information from the sound source, but additional explanation will need to be provided for any visual display of information which is not explained adequately by the narration. Some audio-visual presentations, particularly 8 mm and 16 mm films, may move too fast for the information to be grasped and need to be evaluated with this in mind.

CONTACT WITH WORK ENVIRONMENT. Handicapping conditions, limited finances, geographic isolation, cultural difference, limited communication skills, and social isolation have caused disadvantaged and handicapped persons to have little contact with the world of work. Familiarity with the work setting in which a particular job takes place, relationships with other workers, business use of the telephone, relationship of one's job to other jobs in the same business are just a few examples of areas where special students may require special exposure by means of field trips, spending a day on the job, viewing films, or having additional training sessions.

NOTE: For those with physical impairments, field trips, on-site job observations, and work experience opportunities will be limited to "accessible" businesses in the community. Before deciding where to go, determine whether the facilities are accessible.

DEMONSTRATION AND TRYOUT. Demonstration by teacher, experienced workers, and previously trained students provide reliable role models for learners. Steps, procedures, precautions, physical manipulation, and techniques are imprinted visually in the order and at the time they should occur in task performance. Immediate tryout of the task following the demonstration or an immediate attempt of each step, technique, or procedure as it is demonstrated provides students direct involvement, permits correction and clarification, and promotes retention. Tryout also identifies areas in performance steps, techniques, tools, and work environment where handicapped students need to have modification in order to perform tasks and meet industry standards.

ELIMINATION OF STEREOTYPING. Disadvantaged and handicapped people face more than the sex role stereotyping myths in their quest for employment. The following are just a few examples: "Deaf people are dumb." The best job for blind people is tuning pianos." "He'll never be able to do that; he's a cripple." "Mr. ______ was no good; so will be his son." "She can never do that; her parents didn't go to college." In addition to overcoming the unfounded assumptions of others, disadvantaged and handicapped often have equal misconceptions about themselves thinking: "I can never do that." "_____, who is deaf does assembly line work; that's what I'll do, too." "I'll never be anybody."

Overcoming stereotyping may begin with using sex fair instructional materials and media, exploring interests and abilities, exploring two or three nontraditional jobs, or complimenting accomplishments. It may include planning how to reach an educational goal, providing role models (person with like handicap or socioeconomic background who has succeeded), as well as observing persons in nontraditional work roles. It means doing whatever raises aspirations and increases self-worth. It means attempting to eliminate underemployment.

EMPLOYER INVOLVEMENT. Programs with employer input are more practical and in line with the current needs of the job market. Employers who make input feel a special kinship to the program and get a chance to see the students before meeting them in the job market.

For disadvantaged and handicapped students, employer involvement offers a very special opportunity to remove common misconceptions about their capabilities. It enables employers to help with any modification needed, see students performing tasks, and observe how the students relate to others. It gives students a chance to prove that they can do the work, that they will not endanger themselves or others, and that they will not increase expenses. These are major employer concerns. Both students and teachers should be prepared to provide reassuring answers and evidence to show there is no more risk than with the nonhandicapped.

Employers may be involved by giving class presentations; giving suggestions for program improvement and modifications; conducting mock interviews; and providing work experience, observations and worker interviews, job analysis, etc.

HANDS-ON EXPERIENCES: PROBLEM SOLVING: PERSONAL INVOLVEMENT (work samples, tryout exercises, games, role playing). Being involved in a sample of work through completing a product, performing related paper work, or role playing interpersonal relationships on the job keeps students interested, holds attention to the learning tasks, and injects the realities of working and job performance in the teaching/learning situation. It makes the student feel that the instruction is practical and valuable. Accomplishment means "qualified for work"--a great boost to self-esteem for those who doubt self-worth.

The instructor and other students should avoid taking over when handicapped students are awkward or slow in completing a task. The student cannot master the skill if someone else does it.

ILLUSTRATIONS (pictures, graphs, bulletin boards, transparencies, and other visuals). The disadvantaged, the mentally retarded, and the hearing impaired, particularly, are especially oriented to visual methods of learning. Other students, with the exception of the blind and some visually impaired, will appreciate visual presentation of information to be learned. Student handouts, with the steps to a task illustrated and briefly and simply explained, are especially helpful. Captioning and brief explanations are important supplements. Many illustrations may be adapted for the visually impaired by making them tactile (so that they can be felt). Sometimes enlarged print and bold outlines help.

INTERACTION; INDEPENDENCE. Economic deprivation, geographic isolation, cultural isolation, and restrictions on mobility and social relationships imposed by physical impairments have limited the experiences of the disadvantaged and the handicapped in the community at large. Many have no previous work experience, little observation of the worker's daily routine, and limited social experiences. They have been sheltered at home, absent from the scene, at best onlookers.

So that they will not continue in this role after vocational training, experiences in the community and involvement with nonhandicapped people and other students are of utmost importance. These students, as well as their families and the working community, need proof that they can function independently and competently. They need to establish contacts who can serve as references to recommend them as competent workers who can relate to others.

Field trips, worker interviews, cooperative work experience, spending a day on the job, giving talks before civic groups are, therefore, important to the acclimation of disadvantaged and handicapped students to the world of work. Participating in team work projects with other students; pairing with a slower or faster learning peer; pairing with a nonhandicapped, a nondisadvantaged, or person from another race or culture will help faster understanding and promote learning communication skills. Teaching special units dealing with related communication and social skills will also be necessary; for example: office etiquette, relationships with employer and other employees, daily work expectations which are not direct task performance, telephone skills, appropriate dress and grooming habits, to name a few.

LISTENING (explaining, discussing, reacting orally). Learning by listening is an important tool to the disadvantaged, the visually impaired, speech impaired, learning disabled, and others who "prefer to be told" or "have to be told" rather than read about it.

The visually impaired require identification of familiar sounds in the work place to determine location of different work areas, equipment functions, and hazards. The hearing impaired require sight substitutions, such as indicator lights, for critical sounds they cannot hear. They may use lip reading, interpreting, and sound conduction or amplification devices. The retarded need to become accustomed to the sounds of the work place so that they can work without being distracted. The speech impaired need to be accorded the right to listen although they may have trouble participating, or not be able to participate orally.

When information is presented for listening, instruction in how to listen (what to listen for) is important. An outline of the information presented, supplemented by visuals, tryout exercises, showing, completion of a guidesheet questions to be answered, analysis of cases or problem situations, or other application activities will enhance use and retention of information heard.

Listening is a vocational skill as well as a learning skill. Workers must be able to receive information by listening as well as provide information for listening. Most on-the-job instruction is given orally. Explanation must be given to and received from customers, co-workers, and supervisors.

READING HELPS. Being fluent in the technical vocabulary or language of the job and able to read at the level required by the job is a part of occupational competency. On-the-job reading requirements may vary from the reading of signs to following instructions given in technical manuals. The instruction given in reading, then, for vocational purposes, will depend on the reading skills possessed by the student and the reading requirements of the job. Whether or not a supplemental class in remedial reading is offered, the vocational instructor will find providing reading helps also helps provide job skill.

Braille materials, large print textbooks, magnifying devices, and recordings may be provided for the visually impaired. Materials may be simplified or outlined for the hearing impaired and others with limited language skills. The native language may be supplied above the English for critical information in textbooks used by the limited English-speaking. Familiarity with the setting in which the printed information is applied may be given via field trips, demonstrations, or films to make reading easier and more meaningful.

Students with exceptional reading problems may require the help of a special reading teacher or be enrolled in a remedial reading program. Some schools employ vocational reading teachers to assist vocational students with developing vocational reading skills and doing the reading required in their programs.

RECORDING AND RECORDINGS (tapes, records, radio programs). Information may be presented and gained by listening to recorded information rather than reading. This strategy will aid the nonreader, the poor reader, the visually impaired, the learning disabled, and others through use as a variation of teaching technique. Recording is also a useful tool for the deaf in notetaking; the recording script may be transcribed into print later by a hearing individual. It will also provide instruction for those who have missed initial classroom presentation of information or who need review. Recordings may be supplemented by slides and pictures.

RELATED MATH. Competency in math, like competency in reading, is more critical to some jobs than to others. Math is best taught in relation to the task of which it is a part. This instruction should incorporate basic math and remedial math instruction as needed. A cooperative or team teaching effort with the math teachers or related math instructors in the school will relieve the burden on the vocational instructor. Enough practice and application exercises should be provided to insure retention of the math operations involved. It is helpful to compile a list of the math competencies needed to complete the training program, prepare an assessment test to determine student skills, and plan in the beginning a program which the student can follow to attain the basic math competencies prerequisite to the course. If the skills cannot be acquired simultaneously to the job skill training program, the student should postpone entry into the course until the prerequisite skills are attained. It may be necessary to prepare a special manual and modules to provide the related math instruction.

REMEDIAL AND RETENTION EXERCISES. Doing learning activities does not necessarily make students occupationally competent. Performance must be observed, misunderstandings clarified, procedures and techniques corrected, and repetition called for at a future time. Lesson planning should anticipate theory and tasks with which students are likely to have difficulty, include additional practice exercises, and provide alternate approaches to teaching. Repetition for retention should be provided, such as repetition of information in different media presentations or use of different types of application exercises. Review sessions, keeping notebooks, completing work samples, doing live work, and solving cases will also help.

SAFETY. The Occupational Health and Safety Act has increased employer concern for safety and underscored the importance of providing safety instruction along with task performance. It is especially important for the handicapped in two ways: (1) to overcome employer concern about the handicapped person's ability to take care of himself/herself and not endanger the lives of others; (2) to identify and deal with situations which are hazardous for persons because of particular handicaps.

To meet these needs for safety instruction, the handicapped student not only needs the basic or general safety instruction related to the occupation but safety instruction or special safety provisions needed for a person with his/her particular handicap. An example is the installation of a blinking light to tell a person who is deaf that equipment is running.

NOTE: The Kentucky Department of Labor, Occupational Safety and Health Program, Division of Education and Training, Frankfort, Kentucky 40601, Phone: (502) 564-6895, offers training programs to help vocational instructors teach safety.

SUPPORT SERVICES. Some students will require emotional, social, and financial support in order to succeed in the instructional programs. Others will need career counseling and special assistance in becoming employed. Government agencies, special schools, special personnel, and organizations for disadvantaged and handicapped persons can provide this help. The following are examples and should not be considered an all-inclusive list: resource room teachers, rehabilitation counselors, guidance counselors, tutors, remedial teachers, instructors in special schools, occupational therapists, diagnostic specialists, media personnel, handicapped workers, workers who are members of a minority group, social workers, and others who can serve as role models. Survey the community to identify who serves the needs of disadvantaged and handicapped persons in your area and incorporate their assistance in related learning activities.

UNIQUE MODIFICATIONS (modified equipment, tools, learning aids, changes in work environment, adaptations in course or training program content). Some students require special help in meeting physical job requirements. When considering modification, it is important to concentrate on what the student can do. If at all possible, enable the student to function in the work environment as it is usually found. Employers look favorably on handicapped persons with this kind of preparation.

Rehabilitation centers; organizations and schools for the blind, deaf, dyslectic, disabled, and the mentally handicapped; and publishers and manufacturers of special instructional materials, aids, and equipment can offer aid in meeting unique needs. Consultation with special education personnel and rehabilitation counselors is a good starting point. The student should also be asked to make suggestions.

Care should be taken to insure occupational competency. Prospective employers should be shown how the modification operates in the work setting and how it increases efficiency.

The previously described list of strategies is not exhaustive. Others may be added. All will need to be directed toward the occupation for which training is being given, the students enrolled, the availability of instructional materials, and the community. It is also important to remember that what works well for one group of students or a particular student will not necessarily work well for another.

PRACTICAL ARTS

PUBLIC SERVICE OCCUPATIONS

MODULES 1-40

Practical Arts
PUBLIC SERVICE OCCUPATIONS

TASK: FRISKING A SUSPECT

INTRODUCTION

A criminal often carries a concealed weapon in order to carry out a crime. When a law enforcement officer arrests the suspect, it is necessary to check him/her for a weapon. This is called "frisking." In this task assignment sheet you will learn how to frisk a suspect.

OBJECTIVE(S)

GIVEN a "suspect," a weapon, and handcuffs,

FRISK THE SUSPECT FOR A WEAPON.

YOUR PERFORMANCE WILL BE RATED in accordance with the Instructor's Final Checklist.

LEARNING ACTIVITIES

1. BRING to class a newspaper clipping about crimes committed with the use of weapons. SHARE your article with the class.
2. READ and DISCUSS Instruction Sheet I, FRISKING A SUSPECT.
3. WATCH your instructor demonstrate how to frisk a suspect.
4. PRACTICE frisking a suspect in class or at home.
5. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

You will be provided a "suspect," a weapon, and handcuffs.

Frisk the "suspect."

A Cooperative Effort Between
The Bureau of Vocational Education and the Office of Research and Planning
Kentucky Department of Education, Frankfort, Kentucky 40601

The Kentucky Department of Education does not discriminate on the basis of race, color, national origin, age, religion, marital status, sex, or handicap.

This publication was printed with state funds.

Instruction Sheet 1

FRISKING A SUSPECT

Follow these steps in frisking a suspect:

Order your "suspect" to place both hands against the wall and to spread both legs apart.

Stay behind your suspect and keep in contact with him or her with your hand at all times.

Begin to search your "suspect" for weapons. Pat the clothing from top to bottom, in the front and back and on each side.

If you find a concealed weapon, remove it.

After you are sure there are no more concealed weapons, bring both of the "suspects" hands behind his or her body, and snap the handcuffs on his or her wrists.

Instructor's Final Checklist

FRISKING A SUSPECT

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In frisking a suspect, the student:

	Accomplished	Not Accomplished
1. Ordered the suspect to place both hands against the wall	☐	☐
2. Ordered the suspect to spread both legs apart	☐	☐
3. Stayed behind the suspect	☐	☐
4. Kept his/her hand on the suspect at all times	☐	☐
5. Patted the suspect's clothing from top to bottom	☐	☐
6. Searched both sides of the suspect	☐	☐
7. Removed the weapon	☐	☐
8. Brought both of the suspect's hands behind his/her body	☐	☐
9. Snapped the hancuffs on the suspect's wrists	☐	☐

Task Assignment Sheet PA-PS-2
Law Enforcement Officer

Practical Arts
PUBLIC SERVICE OCCUPATIONS

TASK: INFORMING SUSPECTS OF THEIR RIGHTS

INTRODUCTION

All criminal suspects have certain legal rights. This is called "Criminal Due Process." No part of the "rights" can be omitted by the law enforcement officer. Otherwise, the suspect is eligible to go free. In this task assignment sheet, you will learn how to read a suspect his/her rights.

OBJECTIVE(S)

GIVEN a "suspect,"

INFORM THE SUSPECT OF HIS/HER RIGHTS.

THE FOUR PARTS of the rights must be stated.

LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, CRIMINAL DUE PROCESS RIGHTS.
2. PREPARE a poster or bulletin board display about one of the parts of the criminal due process rights. Work with a group of your classmates. Your instructor will tell you more about this activity.
3. MEMORIZE the criminal due process rights.
4. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

You will be provided a "suspect."

Inform the "suspect" of his/her rights.

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Instruction Sheet 1

CRIMINAL DUE PROCESS RIGHTS

Study the four parts of the criminal due process rights below:

CRIMINAL DUE PROCESS

1. YOU HAVE THE RIGHT TO REMAIN SILENT.
2. ANYTHING THAT YOU SAY CAN AND WILL BE USED AGAINST YOU IN A COURT OF LAW.
3. YOU HAVE THE RIGHT TO CONSULT WITH AN ATTORNEY AND TO HAVE THE ATTORNEY WITH YOU DURING THE QUESTIONING.
4. IF YOU CANNOT AFFORD AN ATTORNEY, AN ATTORNEY WILL BE APPOINTED TO REPRESENT YOU.

Instructor's Final Checklist

INFORMING SUSPECTS OF THEIR RIGHTS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
In informing suspects of their rights, the student stated the four parts......................................	[ ]	[ ]

Task Assignment Sheet PA-PS-3
Law Enforcement Officer, FBI Agent

Practical Arts

PUBLIC SERVICE OCCUPATIONS

TASK: FINGERPRINTING

INTRODUCTION

Fingerprints are one of the most important ways used to identify criminals. Fingerprints also serve as an aid in identifying other people, such as amnesia victims and missing persons. In this task assignment sheet you will learn how to take and identify fingerprints.

OBJECTIVE(S)

GIVEN a partner, access to soap and water, denatured alcohol, cotton swabs an ink pad, and a fingerprint card,

TAKE YOUR PARTNER'S THUMBPRINT, AND IDENTIFY THE FINGERPRINT PATTERN.

THE THUMBPRINT TAKEN WILL BE RATED according to the Instructor's Final Checklist.

LEARNING ACTIVITIES

1. READ, STUDY THE DRAWINGS, and DISCUSS Instruction Sheet I, IDENTIFYING FINGERPRINT PATTERNS.
2. IDENTIFY the fingerprint patterns of several of your classmates.
3. READ and DISCUSS Instruction Sheet II, TAKING FINGERPRINTS.
4. WATCH a demonstration on taking and identifying fingerprints.
5. PRACTICE taking fingerprints. Your instructor will tell you more about this activity.
6. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

You will be provided a partner and the necessary fingerprinting supplies.

Take your partner's thumb print, and label the fingerprint pattern.

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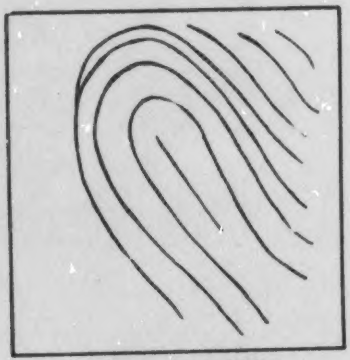
Instruction Sheet I

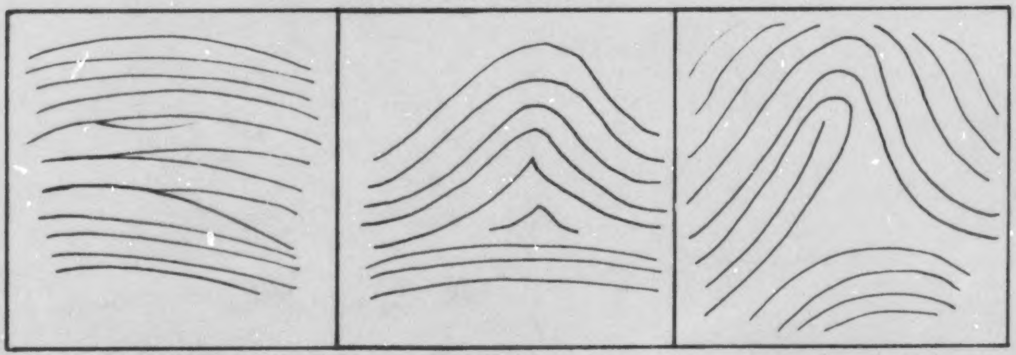
IDENTIFYING FINGERPRINT PATTERNS

There are three major fingerprint patterns:



LOOP PATTERN

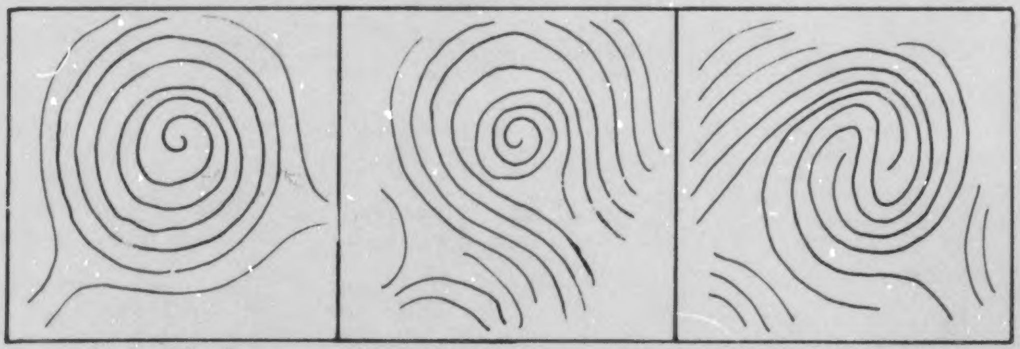
ARCH PATTERN



Plain Arch **Tented Arch** **Exceptional Arch**

Instruction Sheet (p. 2)

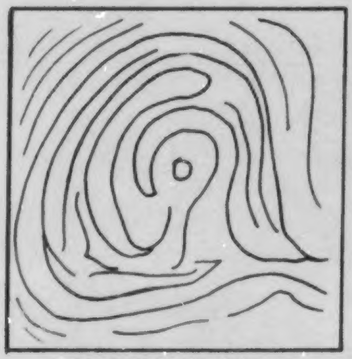
WHORL PATTERN



Plain Whorl

Central Pocket Loop Whorl

Double Loop Whorl



ACCIDENTAL WHORL

The accidental pattern is a catch-all for any fingerprints which do not fit into any of the other pattern types.

Instruction Sheet II

TAKING FINGERPRINTS

GETTING READY

Place the ink pad and fingerprint card near the edge of the table. Adjust them to elbow level of the person who is being fingerprinted.

Wash the person's hands in soap and water. This cleans the fingers of any material that might change the fingerprints.

Swab the fingers to be printed with denatured alcohol. The alcohol will close the pores and dissolve any grease or other matter the soap and water did not remove.

INKING THE FINGER

Have the person stand squarely in front of the inking table. Take your position in front of the person, but slightly to his/her left.

Grasp the back of the person's right hand with your right hand. Use your thumb and forefinger to hold the finger to be printed between the knuckle and the joint.

Have the person extend the thumb in a straight line with the wrist. (The other fingers should be doubled into the palm of the hand so that they are not in the way.)

Grasp the thumb on both sides of the fingernail with the thumb and forefinger of your left hand.

Place the thumb, left side down, onto the ink pad.

Roll the thumb all the way over to the right side. (Be careful not to press too hard. Too much pressure may cause the thumb to slip or the print to smudge on the card.)

Be sure to ink the thumb from nail to nail and from the tip to 1/4 inch below the first joint. (This assures that the entire print pattern area has been inked.)

TAKING THE FINGERPRINT

Lift the thumb straight up and move it in front of the card.

Repeat the same process used on the ink pad to transfer the fingerprint to the card.

Identify the fingerprint pattern and write it below the fingerprint.

Instructor's Final Checklist

FINGERPRINTING

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student's fingerprint card met the following standards:

	Accomplished	Not Accomplished
1. Showed all important print formations	☐	☐
2. The print was not altered in any way	☐	☐
3. The impression was in color	☐	☐
4. The color was even throughout the fingerprint area	☐	☐
5. There were few smudges	☐	☐
6. The fingerprint pattern was identified:		
a. Loop	☐	☐
b. Plain arch	☐	☐
c. Tent arch	☐	☐
d. Exceptional arch	☐	☐
e. Plain whorl	☐	☐
f. Central pocket loop whorl	☐	☐
g. Double loop whorl	☐	☐
h. Accidental whorl	☐	☐

Practical Arts

PUBLIC SERVICE OCCUPATIONS

TASK: MAKING SKETCHES OF CRIME SCENES

INTRODUCTION

The investigating officer must present the court with a clear description of the scene of the crime. Each crime scene is photographed, but the photographs do not always tell the whole story. For this reason sketches are made to show exact locations of the various items of evidence and their relationships to other objects. In this task assignment sheet, you will learn how to make a sketch of a crime scene.

OBJECTIVE(S)

GIVEN a room or an outside area, tape measure, 12-inch ruler, compass, and graph paper,

SKETCH THE ROOM OR THE OUTSIDE AREA. USE THE PROJECTION DRAWING TECHNIQUE.

YOUR SKETCH WILL BE RATED in accordance with the Instructor's Final Checklist.

LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, WHAT IS SKETCHED?
2. READ and STUDY THE ROUGH SKETCH in Instruction Sheet II, MAKING A ROUGH SKETCH.
3. PRACTICE making a projection drawing of a small area in your classroom. Your instructor will show you the direction North.
4. READ and DISCUSS Instruction Sheet III, TAKING MEASUREMENTS.
5. WATCH your instructor demonstrate taking measurements.
6. PRACTICE taking measurements from a fixed object in class or at home. PRACTICE taking measurements from a point of reference. USE the rectangle coordinate method in class or at home. RECORD your measurements.
7. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Using a tape measure, 12-inch ruler, compass, and graph paper,

Sketch a room or an outside area. Use the projection drawing technique.

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Instruction Sheet I

WHAT IS SKETCHED?

Police sketches are usually made of the locality, the adjoining area, and the immediate crime scene.

A locality sketch covers the area in the neighborhood of the crime scene. It may include such items as neighboring buildings, streets, vegetation, etc. If there is sufficient evidence that the criminal entered and exited from the crime scene in a certain manner, the direction of the approach or the path of flight may be shown.

An area sketch shows the closest physical surroundings of the crime scene: the house, the front and backyards, or any other area near the crime scene.

A detail sketch is a drawing of the immediate crime scene area, such as the room or rooms in which the crime was committed. This sketch shows all the physical details immediately relating to the crime scene: furniture, windows, doors, expended cartridge cases, weapons, points of shell impact, etc.

Instruction Sheet II

MAKING A ROUGH SKETCH

In making your rough sketch of a crime scene:

Include all articles that have a bearing on the case. Such important objects include any bit of physical evidence, furniture arrangement, the location of lights, doors, windows, etc.

Identify the various items in the drawing. An accepted practice is to use letters to indicate walls, furniture, and fixed objects (trees, buildings, utility poles, etc.) and numbers to indicate evidence directly connected with the crime.

Determine the compass directions and indicate North on the sketch so that it points up.

Include your name, date sketched and time sketched.

Use the projection drawing technique. There are several different types of drawing techniques, but the projection is the most frequently used. It shows an area in a one dimensional perspective, usually looking down from above onto a flat area or surface. It is similiar to an aerial photograph. (Use a scale of one inch to a foot.)

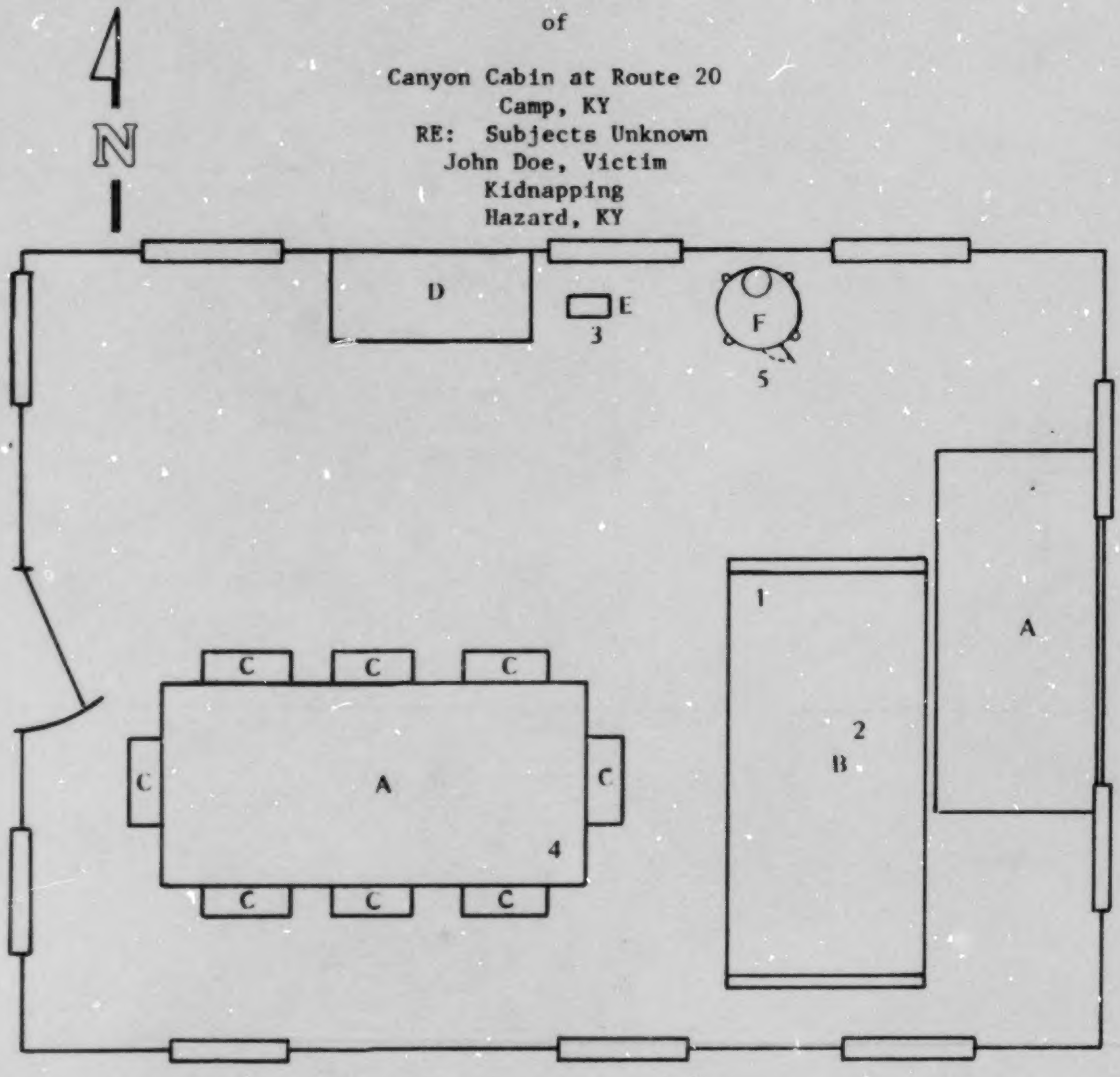
Study the projection drawing on the next page.

Instruction Sheet II (p. 2)

PROJECTION DRAWING

of

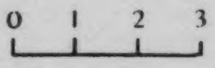
Canyon Cabin at Route 20
Camp, KY
RE: Subjects Unknown
John Doe, Victim
Kidnapping
Hazard, KY



KEY

A - Table
B - Bed
C - Chair
D - Closet
E - Waste Basket
F - Wood Burning Stove

1 - Automatic Pistol (Colt .45)
2 - Box of .45 Shells
3 - Part of Vest and pieces of Check
4 - Whiskey Bottle
5 - Pieces of Check and Matchbook



SCALE IN FEET

Date

Name of Person Drawing

Time

Instruction Sheet III

TAKING MEASUREMENTS

Accurate measurements are vital for a rough sketch of a crime scene. Any guess work must be eliminated. When testifying in the courtroom, a statement such as, "The automatic pistol was found 18 inches from the north wall and 30 inches from the east wall of the bedroom," is much more impressive than, "The gun was lying on the floor in a corner of the room."

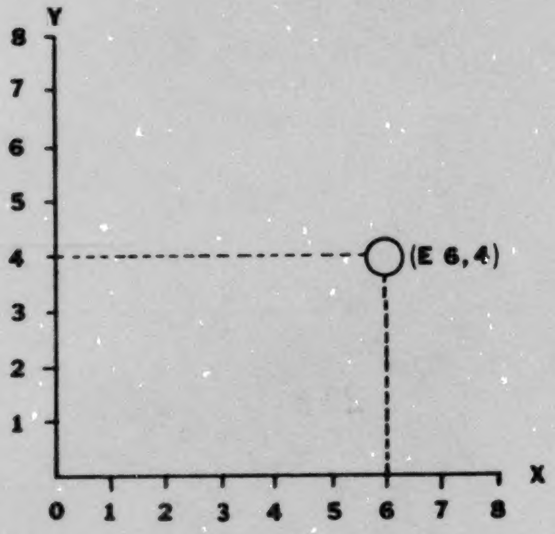
Follow the steps when taking measurements:

Use a measuring device, preferably a steel or cloth measuring tape. When it is possible, have another person read the tape marking and verify your readings.

Take all measurements from fixed objects which cannot be accidently moved. These are known as "points of reference." When indoors, accepted points of reference are corners of a room, bathroom fixtures, doors, etc. When outdoors accepted points of reference are utility poles, fire hydrants, trees, corners of buildings, etc.

Use the rectangle coordinate method to make valid measurements from a point of reference. (This is one of three basic methods.) You can use this method to mark the position of an object. Two measurements are taken at right angles ( ) to the object from a point of reference. Usually a corner of a wall or some other fixed object is used as a point of reference.

Study the drawing below.



The position of E is found by measuring from the corner at 0 and measuring its distance along line Y and along line X. In this drawing E is located 6 feet out on line X and 4 feet off from it at a right angle.

This system is used successfully where small items of evidence, such as particles of dirt, expended cartridge cases, hair, etc., are located.

Instructor's Final Checklist

MAKING SKETCHES OF CRIME SCENES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student's sketch:

	Accomplished	Not Accomplished
1. Used the projection drawing technique	☐	☐
2. Indicated North pointing up	☐	☐
3. Located all objects accurately	☐	☐
4. Used a scale of 1 inch to a foot	☐	☐
5. Identified all objects by letters and numbers in a legend	☐	☐
6. Included students names, date sketched, and time sketched	☐	☐

Task Assignment Sheet PA-PS-5
Bailiff, Court Reporter

Practical Arts
PUBLIC SERVICE OCCUPATIONS

TASK: OPENING THE COURT

INTRODUCTION

The bailiff is a court officer who keeps the peace in court. He/she also carries out other duties, such as opening the court each day for a trial and administering oaths. In this task assignment sheet you will learn how to open the court.

OBJECTIVE(S)

GIVEN a mock trial scene,

OPEN THE COURT.

YOU SHOULD direct those present to rise, recite the opening statements, and direct everyone to be seated.

LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, OPENING THE COURT.
2. PRACTICE opening the court.
3. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Open the court for the mock trial.

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Instruction Sheet I

OPENING THE COURT

To open the court on each day of the trial, you should follow this procedure:

1. Before the judge enters, walk to the front of the courtroom.

2. Direct all people in the room to stand by saying, "All rise." Wait for each one to rise.

3. Recite these statements:

   "Hear ye! Hear ye! The (kind of court) Court of (place) is now in session, the Honorable Judge (name) presiding."

   An example is: "Hear ye! Hear ye! The Circuit Court of Franklin County is now in session, the Honorable Judge Smith presiding."

4. Wait for the judge to enter and take his seat.

5. Direct the people to, "Be seated."

Instructor's Final Checklist

OPENING THE COURT

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
In opening the court:		
1. The student who played the role of bailiff:		
a. Walked to the front of the room	☐	☐
b. Directed all people in the room to rise	☐	☐
c. Waited for everyone to rise	☐	☐
d. Recited the opening statements to include:		
(1) The name of the court	☐	☐
(2) The place of the court	☐	☐
(3) The name of the judge	☐	☐
e. Waited for the judge to be seated	☐	☐
f. Directed the people to be seated	☐	☐
2. The student who played the role of court reporter made notes of the opening statements	☐	☐

Task Assignment Sheet PA-PS-6
Defense and Prosecuting
Attorneys, Judge, Bailiff,
Court Reporter, Court Clerk

Practical Arts
PUBLIC SERVICE OCCUPATIONS

TASK: SELECTING THE JURY

INTRODUCTION

A trial jury is a group of persons selected to look at certain facts presented and determine the truth. The selecting of a jury may be the most crucial event of the trial. In this task assignment sheet, you will learn how to select a jury.

OBJECTIVE(S)

GIVEN a group of classmates,

SELECT AND SWEAR IN A JURY.

TWELVE JURORS should be selected and sworn in.

LEARNING ACTIVITIES

1. As court clerk, SEND notices to fifteen classmates to report for jury duty. Your instructor will tell you more about this activity.
2. READ and DISCUSS Instruction sheet I, SELECTING A JURY.
3. PREPARE questions to ask of each possible juror.
4. READ Instruction Sheet II, SWEARING IN THE JURY.
5. As the judge, PRACTICE swearing in the jury.
6. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Select and swear in the jury to serve during the mock trial.

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Instruction Sheet I

SELECTING A JURY

Members of a jury come from a group of citizens that have been called to jury duty. It is crucial that each one chosen will weigh the facts and return a fair verdict.

Not all persons can be fair at certain times. For example, a juror whose child was killed by a drunken driver may not be able to be fair to another person accused of drunken driving.

The jury selection process may follow this procedure:

1. The bailiff asks each of the possible jurors to sit in the jury box at the front of the courtroom.
2. The judge asks each juror to give his/her name and address. The judge then asks questions designed to show whether the juror can judge the case fairly.
3. The attorneys take turns questioning each juror.
4. Each lawyer and the judge select jurors they believe will be most favorable to the case.
5. The attorneys may reject certain people as jurors if they think they cannot be fair. For instance, if a person said, "I think the defendant (the accused) did it," that person would not be selected.
6. Twelve jurors are selected from the group called to jury duty.

Instruction Sheet II

SWEARING IN THE JURY

Once enough jurors are selected, they are sworn in by the judge. Here is the procedure you, as judge, will follow:

1. Stand, raise your right hand, and ask the jury to do the same. (All jury members take the oath at the same time.)

2. State the oath:

   "Do you solemnly swear that you will well and faithfully try this case and render a verdict based upon the facts as you determine them, so help you God?"

3. Wait until the jury replies as one body, "I do."

4. Ask the jury to be seated.

Instructor's Final Checklist

SELECTING THE JURY

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In selecting a jury:

	Accomplished	Not Accomplished
1. The court clerk sent notices to classmates to report for jury duty..	☐	☐
2. The bailiff directed the jurors to be seated.........	☐	☐
3. The attorneys and judge selected twelve jurors.......	☐	☐
4. The judge swore in the jury..........................	☐	☐
5. The court reporter took notes of the proceedings.....	☐	☐

Practical Arts

PUBLIC SERVICE OCCUPATIONS

TASK: STARTING THE TRIAL

INTRODUCTION

The role of a judge is to preside over the court. In presiding, one of the first duties is to present opening instructions to the court. In this task assignment sheet, you will learn how to start the trial.

OBJECTIVE(S)

GIVEN a mock court scene,

START THE TRIAL.

YOUR PERFORMANCE WILL BE RATED in accordance with the Instructor's Final Checklist.

LEARNING ACTIVITIES

1. READ Instruction Sheet I, STARTING THE TRIAL.
2. PRACTICE starting a trial.
3. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Start the mock trial.

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Instruction Sheet I

STARTING THE TRIAL

The role of a judge is to preside over the trial. In presiding, he/she starts the trial, decides whether the attorneys are using fair procedures, decides which evidence can be admitted, instructs the jury, and sets the sentence if the accused is found guilty.

In starting the trial, follow this procedures:

1. Name the case. For example, say, "The court is now in session. The court will hear Smith versus Doe."

2. Make sure all jury members are present and seated.

3. Ask the attorneys if they are ready to present their cases. Wait for their replies.

4. Ask the prosecuting attorney to make his/her opening statement.

The trial is now under way.

Instructor's Final Checklist

STARTING THE TRIAL

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In starting the trial:

	Accomplished	Not Accomplished
1. The student playing the role of judge:		
a. Named the case....................................	[ ]	[ ]
b. Determined that all jury members were seated....	[ ]	[ ]
c. Asked both attorneys if they were ready to present their cases............................	[ ]	[ ]
d. Asked the prosecuting attorney to make his/her opening statement..........................	[ ]	[ ]
2. The student playing the role of court reporter took notes of the proceedings.......................	[ ]	[ ]

Task Assignment Sheet PA-PS-8
Defense Attorney, Prosecuting
Attorney, Court Reporter

Practical Arts

PUBLIC SERVICE OCCUPATIONS

TASK: MAKING THE OPENING STATEMENTS TO THE COURT

INTRODUCTION

Opening statements by the attorneys give the judge and jury a brief summary of what to expect during the trial. In this task assignment sheet, you will learn how to make the opening statements about the case.

OBJECTIVE(S)

GIVEN a mock trial scene,

MAKE THE OPENING STATEMENTS.

THE STATEMENTS should include what you intend to prove and the main points you will use to prove your case.

LEARNING ACTIVITIES

1. STUDY and RESEARCH the case.
2. READ and DISCUSS Instruction Sheet I, MAKING THE OPENING STATEMENTS.
3. DECIDE what you intend to prove in your client's case and how you will show that proof.
4. OUTLINE your opening statements.
5. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Make your opening statements to the court when you are asked to do so by the judge.

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Instruction Sheet I

MAKING THE OPENING STATEMENTS

After the statement of the case, the attorneys for both sides make their opening statements. They explain to the judge and jury what they will try to prove in the case.

The prosecuting attorney (attorney for the one who is bringing the lawsuit) goes first. An example of an opening statement by the prosecuting attorney is: "I intend to show that John Doe is guilty, beyond a reasonable doubt, of robbery. To do this I will show that he and his friends took money at gun point from James Smith against his will."

The defense attorney then makes the opening statement for the accused. An example of an opening statement by the defense attorney is: "I intend to show that John Doe is not guilty, beyond a reasonable doubt, of the crime of robbery. To do this, I will show that Doe did not take the money from James Smith against his will. I will prove that Doe did not even own a gun at the time of the alleged robbery."

Notice that opening statements by each attorney are:

1. An explanation of what you intend to prove to the jury.

2. The main points that you will use to prove your case.

Instructor's Final Checklist

MAKING THE OPENING STATEMENTS TO THE COURT

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
1. The opening statements included:		
a. What he/she intended to prove....................	☐	☐
b. The main points to be used to prove the case....	☐	☐
2. The student who played the role of court reporter took notes of the opening statements.................	☐	☐

Practical Arts

PUBLIC SERVICE OCCUPATIONS

TASK: ADMINISTERING THE OATH TO WITNESSES

INTRODUCTION

Persons who testify in a trial have the oath administered by the bailiff or court officer. An oath is a formal swearing in where you are bound to tell the truth. In this task assignment sheet you will learn to administer the oath.

OBJECTIVE(S)

GIVEN a witness,

ADMINISTER THE OATH.

YOUR PERFORMANCE WILL BE RATED in accordance with the Instructor's Final Checklist.

LEARNING ACTIVITIES

1. READ Instruction Sheet I, ADMINISTERING THE OATH.
2. PRACTICE administering the oath.
3. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Administer the oath to the witnesses during the mock trial.

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Instruction Sheet I

ADMINISTERING THE OATH

The bailiff administers the oath to persons who have been called to the witness stand. A witness enters the witness stand, remains standing, and takes the oath.

To administer the oath, you should follow this procedure:

Raise your right hand, and ask the witness to do the same.

Ask the witness if his/her religion forbids "swearing." If the witness says, "yes," substitute the word "affirm," in the oath.

Ask the witness: "Do you swear to tell the truth, the whole truth, and nothing but the truth?"

Wait for the witness to answer.

When the witness answers, "I do" or "yes," direct him/her to be seated.

Instructor's Final Checklist

ADMINISTERING THE OATH TO WITNESSES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In administering the oath, the student:

	Accomplished	Not Accomplished
1. Raised the right hand, and asked the witness to do the same	☐	☐
2. Asked the witness if his/her religion forbids "swearing"	☐	☐
3. Administered the oath	☐	☐
4. Substituted the word "affirm" for the word "swear," when necessary	☐	☐
5. Waited for the witness to answer	☐	☐
6. Directed the witness to be seated	☐	☐

Task Assignment Sheet PA-PS-10
All Trial Participants

Practical Arts

PUBLIC SERVICE OCCUPATIONS

TASK: PRESENTING EVIDENCE TO THE COURT

INTRODUCTION

In order for the attorneys to prove their cases to the jury, they must present evidence to support their claims. To do this, they question witnesses who testify (declare) to certain things they have seen, heard, or are familiar with. In this task assignment sheet you will learn how to examine and cross-examine witnesses and present other evidence.

OBJECTIVE(S)

GIVEN a mock trial scene,

PRESENT THE EVIDENCE IN THE CASE.

YOUR PERFORMANCE WILL BE RATED in accordance with the Instructor's Final Checklist.

LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, ALLOWING EVIDENCE IN COURT. MAKE UP some statements a witness may use. IDENTIFY the ones that can and the ones that cannot be used in court.
2. READ and DISCUSS Instruction Sheet II, CONDUCTING DIRECT EXAMINATION. IDENTIFY your particular responsibilities.
3. READ and DISCUSS Instruction Sheet III, CONDUCTING CROSS-EXAMINATION. IDENTIFY your particular responsibilities.
4. As an attorney, WORK with your witnesses to PREPARE questions for the direct examination and for the cross-examination.
5. As an attorney, WORK with your witnesses to IDENTIFY any objects or documents you can use as evidence.
6. PRACTICE presenting evidence to the court.
7. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Present the evidence in the mock trial case.

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Instruction Sheet I

ALLOWING EVIDENCE IN COURT

What is Evidence?

Evidence includes those things used by court to determine the truth. It can include the testimony of a witness, an item such as a gun, a written document such as a letter or a receipt, or circumstances such as fingerprints or footprints.

If you bought a stereo and the dealer claimed you stole it, what evidence would you have to prove that you are innocent? You could use the receipt showing that you paid for the stereo. In this case, a written document is the evidence.

Suppose you lost the receipt for the stereo. What evidence can be used to prove that you bought it? Maybe a friend or a customer in the store saw you pay for the stereo. One of these persons could testify to your innocence. The evidence in this case is the testimony of a witness.

On the other hand, suppose your fingerprints appeared on items in the store. You do not have a witness or a receipt to prove that you bought the stereo. The dealer could then use the fingerprints as evidence against you.

Evidence Not Allowed

The judge will not allow some kinds of evidence to be used in court. Here are some kinds that are not allowed:

Irrelevant evidence: Statements that have nothing to do with the case. "The dealer is a high school graduate," has nothing to do with the theft of the stereo.

Illegally acquired evidence: For instance, the police break into your house without a search warrant and find the stereo. Even if the stereo is stolen, it is illegal for the police to enter your house without a search warrant.

Public opinion: Statements such as, "Everybody in town thinks John stole the stereo."

Rumors: Statements such as, "Everybody knows that John is a thief."

Hearsay: Statements such as, "Susan said that John said he did not steal the stereo."

Bias: Statements such as, "John is a sweet boy," or "John has always been a loser."

When attorneys feel that the wrong kinds of evidence are being used, they voice objections to the judge. If the judge agrees with the objection, he/she says,"Objection sustained." If the judge does not agree with the objection, he/she says, "Objection overruled."

Instruction Sheet II

CONDUCTING DIRECT EXAMINATION

The prosecuting attorney and the defense attorney each has witnesses who testify concerning the case being tried. An attorney questioning his/her own witnesses is known as direct examination.

When the opening statements have been made, the judge asks the attorneys to call their witnesses. The prosecuting attorney goes first. The witness is called to the stand by the bailiff, is administered the oath, and is seated. The attorney then begins the direct examination.

Here is an example of a direct examination of a witness:

Attorney: "State your name and address."

Witness: "Jane Jones, 182 Main Street, Camp, Kentucky."

Attorney: "What is your occupation?"

Witness: "I am not employed. I am a student at Camp High School."

Attorney: "Will you tell the court what you saw and heard on the night of June 10."

Witness: "I was waiting on Second Street to catch a bus home." Two boys were waiting there, too. John Doe was one of the boys.

"John Doe said to his friend, 'Let's get some money,' and his friend said, 'Okay, but how?'

"John Doe said, 'When we get on the bus, we will find somebody with money.' Then the bus came and we climbed on the bus."

Attorney: "Did you see the defendent and his friend on the bus?"

Witness: "No, I sat near the front of the bus, and they went toward the back. I didn't see them anymore. But Jane said that she heard they had a gun."

Attorney: (to Judge) "I object, your Honor. That last statement is hearsay."

Judge: "Objection sustained." (to Court Reporter) "Strike the last statement." (To Jury) "Disregard that last statement."

Attorney: (to Judge) Your Honor at this time I would like to show the court the gun used in the robbery. (Shows the court the gun and describes fingerprints, etc.)

Attorney: (to Judge) "That's all, Your Honor."

Judge: (to opposing attorney) "Do you wish to cross-examine this witness?"

Instruction Sheet III

CONDUCTING CROSS-EXAMINATION

When an attorney completes the direct examination of a witness, the opposing attorney may ask the same witness questions. The purpose of these questions is to discredit what the witness has just testified. This may weaken the case of the opposing side. This is known as cross-examination.

Here is an example of a cross-examination of a witness:

Opposing Attorney: "Miss Jones, you say that you were waiting for a bus the night of June 10?"

Witness: "Yes."

Opposing Attorney: "What time was it?"

Witness: "Around 7:00 O'clock."

Opposing Attorney: "It was rather dark at that time, wasn't it?"

Witness: "Well, it was dusk."

Opposing Attorney: "I object, Your Honor. That last statement is irrelevant."

Judge: "Objection overruled."

Opposing Attorney: "Then it may have been hard to see the two boys' faces."

Witness: "I couldn't see them clearly, but I know that one of them was the defendant."

Opposing Attorney: (to Judge) "That's all, Your Honor."

Judge: (to witness) "You're dismissed from the witness stand."

The bailiff asks the witness to step from the witness stand. The judge then asks the first attorney to present the next witness.

Note: All the witnesses for the prosecution are first examined and cross-examined. Then all the witnesses for the accused are examined and cross-examined.

Instructor's Final Checklist

PRESENTING EVIDENCE TO THE COURT

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
In presenting evidence:		
1. The student playing the role of the judge:		
a. Asked the prosecution to call its witnesses	☐	☐
b. Asked the defense lawyer to cross-examine each prosecution witness	☐	☐
c. Asked the defense to call its witnesses	☐	☐
d. Asked the prosecution lawyer to cross-examine each defense witness	☐	☐
e. Admitted or denied testimony to be used as evidence	☐	☐
f. Dismissed each witness from the witness stand	☐	☐
2. The students playing the role of attorney:		
a. Conducted direct examination:		
--Questioned each of his/her witnesses	☐	☐
--Asked questions to prove his/her case	☐	☐
b. Conducted cross-examination:		
--Questioned each witness for the opposing side	☐	☐
--Asked question to discredit the testimony of the opposing side	☐	☐
c. Objected to evidence not allowed in court	☐	☐
3. The students playing the role of witness answered all questions asked by each attorney	☐	☐
4. The student playing the role of bailiff:		
a. Called each witness to the stand	☐	☐
b. Administered the oath to each witness	☐	☐
c. Directed each witness to step from the witness stand after completion of the cross-examination	☐	☐
5. The student playing the role of court reporter took notes on the procedures as they occurred	☐	☐

Task Assignment Sheet PA-PS-11
Prosecuting Attorney, Defense
Attorney, Judge, Court Reporter

Practical Arts
PUBLIC SERVICE OCCUPATIONS

TASK: MAKING THE CLOSING STATEMENTS

INTRODUCTION

After all evidence has been presented, each attorney tries to convince the jury that his/her side is right. Each one makes a short speech called the "summation" or closing statements. In this task assignment sheet, you will learn to make the closing statements.

OBJECTIVE(S)

GIVEN a mock trial scene,

MAKE THE CLOSING STATEMENTS.

YOUR STATEMENTS should include (1) an outline of your side of the case and (2) weaknesses in the evidence presented by the other side.

LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, MAKING THE CLOSING STATEMENTS. IDENTIFY your responsibilities.
2. As an attorney, PREPARE your closing statements.
3. PRACTICE making your closing statements.
4. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Make the closing statement to the jury.

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Instruction Sheet I

MAKING THE CLOSING STATEMENTS

After both sides have questioned their witnesses, the judge tells you, the attorneys, to make your closing statements to the jury. The purpose of the closing statements is to make the jury believe that you have proved your case.

To convince the jury that your side is right, you make a short speech. First, you summarize, or outline, your side of the case. Then you try to pick holes in the evidence presented by the other side.

The prosecuting attorney makes his/her closing statements first, and the defense attorney follows. If one feels the other is making improper statements, he/she may object. The judge either "sustains" or "overrules" the objection.

Instructor's Final Checklist

MAKING THE CLOSING STATEMENTS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In making the closing statements to the jury:

	Accomplished	Not Accomplished
1. Each student playing the role of attorney:		
a. Outlined his/her side of the case....................	[ ]	[ ]
b. Brought out weaknesses in the evidence presented by the other side..........................	[ ]	[ ]
2. The student playing the role of judge		
a. Asked the attorneys to make their closing statements..	[ ]	[ ]
b. Sustained or overruled objections by the attorneys...	[ ]	[ ]
3. The student playing the role of court reporter took notes of the proceedings............................	[ ]	[ ]

Practical Arts
PUBLIC SERVICE OCCUPATIONS

TASK: INSTRUCTING THE JURY

INTRODUCTION

When the closing statements are completed by both attorneys, the judge instructs the jury. The instructions include the points of the case on which the jury can reach a fair decision. In this task assignment sheet, you will learn how to instruct the jury.

OBJECTIVE(S)

GIVEN a mock trial scene,

PREPARE AND READ INSTRUCTIONS TO THE JURY.

YOUR INSTRUCTIONS must include the six points outlined in the Instructor's Final Checklist.

LEARNING ACTIVITIES

1. STUDY Instruction Sheet I, PREPARING INSTRUCTIONS TO THE JURY.
2. REVIEW the opening statements and evidence presented in the case. The court reporter can provide some notes.
3. WRITE your instructions to the jury.

   ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Read your instructions to the mock trial jury.

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Instruction Sheet I

PREPARING INSTRUCTIONS TO THE JURY

Below is an example of instructions to the jury. To help you develop your own instructions, each part is given separately.

Salutation: Ladies and gentlemen of the jury:

Jury's Duty: It is your duty in this case to decide the guilt or innocence of the defendant, John Doe. Please weigh carefully all of the evidence that has been presented.

Statement of Case: John doe, the defendant, is accused of armed robbery

Related Laws: under the state's felony law. You must keep in mind that no person can be convicted of a crime unless there is proof beyond a reasonable doubt that the accused has committed that crime.

Points to Consider: In order to return a verdict of guilty in this case, you must be convinced beyond a reasonable doubt that John Doe took money at gun point from James Smith against his will.

If you find this to be true, you will find Doe guilty of armed robbery.

Conclusion: Please withdraw and begin your deliberations. Your decision must be unanimous. Select one of your members to speak for you. Let me know when you have reached a verdict.

Instructor's Final Checklist

INSTRUCTING THE JURY

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In instructing the jury:

	Accomplished	Not Accomplished
1. The student playing the role of judge:		
a. Prepared the instructions to include the following parts:		
--Salutation	☐	☐
--Jury's duty	☐	☐
--Statement of case	☐	☐
--Related laws	☐	☐
--Points to consider	☐	☐
--Conclusion	☐	☐
b. Read the instructions to the jury	☐	☐
2. The student playing the role of court reporter took notes on the instructions to the jury	☐	☐

Practical Arts

PUBLIC SERVICE OCCUPATIONS

TASK: REACHING A VERDICT

INTRODUCTION

As a jury member, your task is to reach a fair decision in the case. You must reach a unanimous (everyone in agreement) decision. If you don't agree, you are known as a "hung" jury. You will be dismissed without reaching a verdict. In this task assignment sheet, you will learn how to reach a verdict.

OBJECTIVE(S)

GIVEN twelve jurors, the judge's instructions, courtroom exhibits, and notes on the evidence presented,

REACH A VERDICT and REPORT IT IN THE COURT.

THE VERDICT reached must be a unanimous decision as to the guilt or innocence of the defendant. YOUR PERFORMANCE WILL BE RATED in accordance with the Instructor's Final Checklist.

LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, REACHING A VERDICT. IDENTIFY your responsibilities.
2. OBTAIN a copy of the judge's instructions.
3. COMPILE notes on evidence presented.
4. IDENTIFY objects or documents to be examined.
5. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Go to the private place provided for the jury, and decide whether the accused is innocent or guilty as charged. Report the verdict in court.

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Instruction Sheet I

REACHING A VERDICT

Reaching a verdict means deciding whether the accused is innocent or guilty. In order to reach a fair decision, the jurors may follow these steps:

1. Go to the private room provided for the jury.
2. Choose a speaker for the jury.
3. Review the judge's instructions. The instructions are in writing.
4. Discuss the evidence presented.
5. When necessary, examine any objects or documents used as evidence.
6. Vote on the verdict. If everyone does not agree, discuss the case again, and take another vote. If necessary, go through this procedure several times in an effort to come to a unanimous decision. (You may take a secret ballot.)
7. When a decision has been reached, inform the bailiff that the jury is ready to report (the speaker for the jury does this). The bailiff informs the judge.

Instructor's Final Checklist

REACHING A VERDICT

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In reaching a verdict,

	Accomplished	Not Accomplished
1. The students playing the role of jurors:		
a. Reached a unanimous decision	☐	☐
b. Reported the verdict to the court	☐	☐
2. The student playing the role of judge asked the jury if a verdict had been reached	☐	☐
3. The student playing the role of bailiff:		
a. Informed the judge that the jury was ready	☐	☐
b. Requested the jury to return to the jury box	☐	☐
4. The student playing the role of court reporter took notes of the verdict reported	☐	☐

Task Assignment Sheet PA-PS-14
Judge, Defense Attorney, Defendant,
Bailiff, Court Reporter

Practical Arts

PUBLIC SERVICE OCCUPATIONS

TASK: SENTENCING THE DEFENDANT

INTRODUCTION

When the defendant is found to be innocent, he/she is free. But when the defendant is found to be guilty, the judge must decide how the defendant must pay for the crime. The punishment is called the sentence. In this task assignment sheet you will learn how to decide on the sentence. You will also learn how to tell the defendant about the sentence.

OBJECTIVE(S)

GIVEN the law concerning the crime committed,

SENTENCE THE DEFENDANT.

THE SENTENCE must be based on the law. YOUR PERFORMANCE WILL BE RATED in accordance with the Instructor's Final Checklist.

LEARNING ACTIVITIES

1. As judge, REVIEW the laws concerning the crime committed. Your instructor will provide some information.
2. As judge, DECIDE what punishment you will give the defendant. Your decision must be based on the law.
3. READ Instruction Sheet I, SENTENCING THE DEFENDANT. IDENTIFY your responsibilities in carrying out this task.
4. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Sentence the defendant in the mock trial case.

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Instruction Sheet I

SENTENCING THE DEFENDANT

The judge must decide what punishment the defendant deserves. The defendant must then be told about the decision in the courtroom.

To inform the defendant, this procedure is followed:

1. The judge requests the defendant to "Rise and approach the bench."
2. The defendant and his/her attorney walk to the judge's bench and face the judge.
3. The judge tells the defendant why he/she arrived at the decision and what punishment is to be given. The judge may say, "Since you have been found guilty of armed robbery, and since you have shown complete disregard for the law and for another's life and possessions, you are hereby sentenced to twenty years in the state prison."
4. The bailiff escorts the defendant from the courtroom.

Instructor's Final Checklist

SENTENCING THE DEFENDANT

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In sentencing the defendant:

	Accomplished	Not Accomplished
1. The student playing the role of judge:		
a. Gave a sentence based on the law....................	☐	☐
b. Informed the defendant of the sentence..............	☐	☐
2. The student playing the role of defendant approached the judge's bench and listened to the sentence...........	☐	☐
3. The student playing the role of bailiff escorted the defendant from the courtroom............................	☐	☐
4. The student playing the role of court reporter took notes on the sentencing................................	☐	☐

Practical Arts

PUBLIC SERVICE OCCUPATIONS

TASK: CLASSIFYING FIRES

INTRODUCTION

There are four classes of fires: Class A, Class B, Class C, and Class D. Fires in each of these classes have a common trait. When fighting a fire, the firefighters must know the class or classes of fire(s) with which they are dealing. In this task assignment sheet, you will learn how to classify fires.

OBJECTIVE(S)

GIVEN a list of ten kinds of fires,

CLASSIFY EACH KIND AS CLASS A, B, C, OR D.

AT LEAST EIGHT of the ten kinds of fires must be correctly classified.

LEARNING ACTIVITIES

1. STUDY and DISCUSS Instruction Sheet I, IDENTIFYING CLASS OF FIRES.
2. NAME other inflammable materials for each class of fires. As a class, MAKE a display of inflammable (easy to burn) materials. ARRANGE them according to Class A, Class B, Class C, and Class D.
3. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITY.

CHECK-OUT ACTIVITIES

You will be provided a list of ten kinds of fires.

Classify each kind as Class A, B, C or D.

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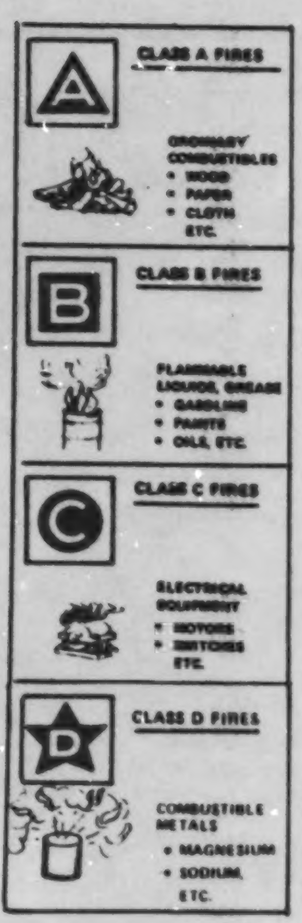
Instruction Sheet I

CLASSES OF FIRES


A
CLASS A FIRES
ORDINARY COMBUSTIBLES
• WOOD
• PAPER
• CLOTH
ETC.
B
CLASS B FIRES
FLAMMABLE LIQUIDS, GREASE
• GASOLINE
• PAINTS
• OILS, ETC.
C
CLASS C FIRES
ELECTRICAL EQUIPMENT
• MOTORS
• SWITCHES
ETC.
D
CLASS D FIRES
COMBUSTIBLE METALS
• MAGNESIUM
• SODIUM,
ETC.

Instructor's Final Checklist

CLASSIFYING FIRES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
In classifying fires, the student correctly classified at least eight of the ten kinds of fires....................	[ ]	[ ]

Practical Arts

PUBLIC SERVICE OCCUPATIONS

TASK: IDENTIFYING TYPES OF FIRE EXTINGUISHERS AND THEIR USES

INTRODUCTION

A firefighter must know what to use to fight a fire. Certain materials are more appropriate for certain classes of fires than others. In this task assignment sheet you will learn the different types of fire extinguishers and the kinds of fires for which they can be used.

OBJECTIVE(S)

GIVEN a list of five kinds of fires,

IDENTIFY AT LEAST TWO TYPES OF FIRE EXTINGUISHERS THAT CAN BE USED TO FIGHT EACH KIND OF FIRE.

THE PROPER FIRE EXTINGUISHERS must be identified for at least four of the five kinds of fires.

LEARNING ACTIVITIES

1. STUDY and DISCUSS the chart in Instruction Sheet I, FIRE EXTINGUISHERS.
2. EXAMINE a fire extinguisher. DO NOT ATTEMPT TO OPERATE IT. READ the label to find out its type and how it is operated. IDENTIFY the kinds of fires for which it can be used. REPORT your findings to the class.
3. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

You will be provided a list of five kinds of fires.

Write the names of at least two types of fire extinguishers that can be used to fight each kind of fire.

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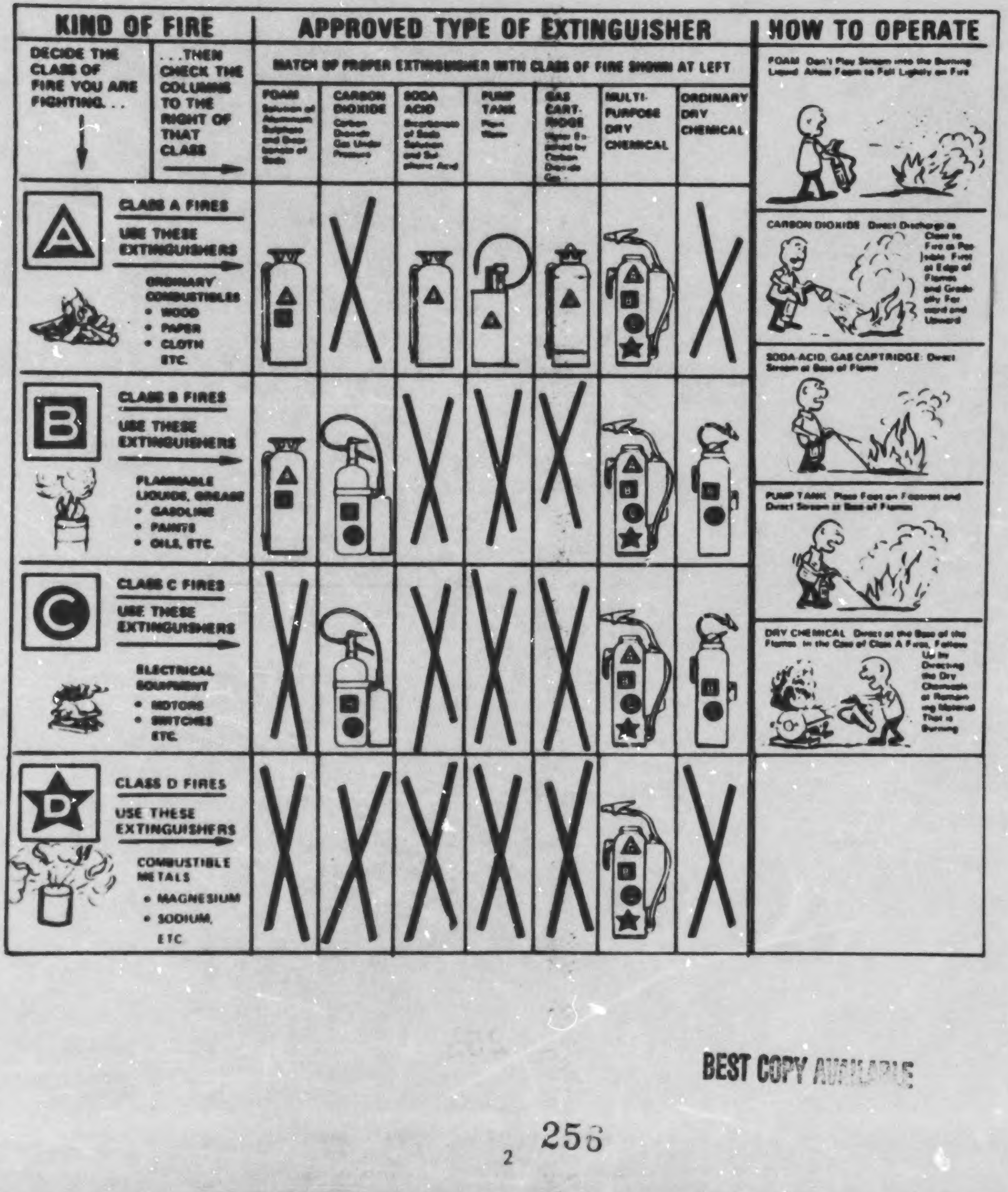
Instruction Sheet I

FIRE EXTINGUISHERS


KIND OF FIRE
APPROVED TYPE OF EXTINGUISHER
HOW TO OPERATE
DECIDE THE CLASS OF FIRE YOU ARE FIGHTING...
...THEN CHECK THE COLUMNS TO THE RIGHT OF THAT CLASS
MATCH UP PROPER EXTINGUISHER WITH CLASS OF FIRE SHOWN AT LEFT
FOAM Solution of Aluminum Sulphate and Bicarbonate of Soda
CARBON DIOXIDE Carbon Dioxide Gas Under Pressure
SODA ACID Bicarbonate of Soda Solution and Sulphuric Acid
PUMP TANK Plain Water
GAS CARTRIDGE Water Expelled by Carbon Dioxide Gas
MULTI-PURPOSE DRY CHEMICAL
ORDINARY DRY CHEMICAL
A
CLASS A FIRES
USE THESE EXTINGUISHERS
ORDINARY COMBUSTIBLES
• WOOD
• PAPER
• CLOTH
ETC.
B
CLASS B FIRES
USE THESE EXTINGUISHERS
FLAMMABLE LIQUIDS, GREASE
• GASOLINE
• PAINTS
• OILS, ETC.
C
CLASS C FIRES
USE THESE EXTINGUISHERS
ELECTRICAL EQUIPMENT
• MOTORS
• SWITCHES
ETC.
D
CLASS D FIRES
USE THESE EXTINGUISHERS
COMBUSTIBLE METALS
• MAGNESIUM
• SODIUM,
ETC.
FOAM Don't Play Stream into the Burning Liquid. Allow Foam to Fall Lightly on Fire
CARBON DIOXIDE Direct Discharge as Close to Fire as Possible. First at Edge of Flames and Gradually Forward and Upward
SODA-ACID, GAS CAPTRIDGE: Direct Stream at Base of Flame
PUMP TANK Place Foot on Footrest and Direct Stream at Base of Flames
DRY CHEMICAL Direct at the Base of the Flames. In the Case of Class A Fires, Follow Up by Directing the Dry Chemicals at Remaining Material That is Burning

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Instructor's Final Checklist

IDENTIFYING TYPES OF FIRE EXTINGUISHERS AND THEIR USES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
In identifying the proper types of fire extinguishers for use in fighting fires, the student identified at least two types for at least four of the five kinds of fires....	[ ]	[ ]

Task Assignment Sheet PA-PS-17
Emergency Medical Technician

Practical Arts

PUBLIC SERVICE OCCUPATIONS

TASK: CLASSIFYING BURNS

INTRODUCTION

Burns are caused by dry heat, wet heat, and chemicals. They are classified by the depth or degree of damage to the skin. In order to treat a burn victim correctly, the emergency medical technician must be able to classify the burn. In this task assignment sheet you will learn how to classify burns.

OBJECTIVE(S)

GIVEN a list of ten burn symptoms,

CLASSIFY EACH SYMPTOM FOR A FIRST, SECOND, OR THIRD DEGREE BURN.

AT LEAST EIGHT symptoms must be correctly classified.

LEARNING ACTIVITIES

1. STUDY and DISCUSS the chart in Instruction Sheet I, CLASSIFYING BURNS.
2. WRITE a brief report about a burn you have experienced. Tell what caused the burn, the damage caused by the burn, and the classification of the burn. READ your report to the class.
3. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

You will be provided a list of ten burn symptoms.

Classify each symptom for a first, second, or third degree burn.

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Instruction Sheet 1

CLASSIFYING BURNS*

CAUSE	CLASSIFICATION	SKIN DAMAGE
Dry heat: Overexposure to the sun, light contact with a hot object Wet heat: Scalding by a hot liquid or steam for short time Chemical agent: Lye, strong acids, detergent for short time	First Degree Burn	--Slight redness --Mild swelling and pain --Minor damage which will heal rapidly
Dry heat: Deep sunburn Wet heat: Contact with hot liquid, flash burns from gasoline or kerosene Chemical agent: Lye, strong acids	Second Degree Burn	--Red mottled appearance of burned skin surfaces --Blisters --Pain --Swelling --Wet appearance on burned skin surface --Nerve endings in skin destroyed
Dry heat: Flame, burning clothing, contact with hot objects, electricity Wet heat: Very hot water Chemical agent: Lye, strong acids	Third Degree Burn	--Deep tissue destruction --White or charred appearance of burned areas --Loss of all skin layers

*Chart taken from Human Development Module HD-61, "Treating Burns and the Other Ill Effects of Extreme Heat and Cold," Kentucky State Department of Education.

Instructor's Final Checklist

CLASSIFYING BURNS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
In classifying burns, the student correctly classified at least eight of the ten burn symptoms..................	[ ]	[ ]

Practical Arts

PUBLIC SERVICE OCCUPATIONS

TASK: DEMONSTRATING THE STOP, DROP, AND ROLL TECHNIQUE

INTRODUCTION

Thousands of people are seriously burned every year because their clothing catches on fire. When this happens, the way they react to the situation is crucial to their protection. In this task assignment sheet, you will learn the stop, drop, and roll technique.

OBJECTIVE(S)

DEMONSTRATE THE STOP, DROP, AND ROLL TECHNIQUE.

YOUR DEMONSTRATION WILL BE RATED in accordance with the Instructor's Final Checklist.

or

GIVEN a cover and a classmate playing the role of a burning victim,

DEMONSTRATE HOW TO ASSIST THE VICTIM IN THE STOP, DROP, AND ROLL TECHNIQUE.

YOUR PERFORMANCE WILL BE RATED in accordance with the Instructor's Final Checklist.

LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, PERFORMING THE STOP, DROP, AND ROLL TECHNIQUE.
2. BRING to class a piece of fabric that will burn easily or a piece of fabric that will not burn easily. As a class, DISCUSS the features of the different kinds of fabrics. MAKE a display of the fabrics.
3. PRACTICE the stop, drop, and roll technique in class or at home.
4. READ and DISCUSS Instruction Sheet II, ASSISTING BURNING VICTIMS.

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5. WATCH a demonstration of a burning victim receiving assistance with the stop, drop, and roll technique. PRACTICE the technique.

6. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Demonstrate the stop, drop, and roll technique,

or

Demonstrate how to assist a burning victim. One of your classmates will play the role of the victim.

Instruction Sheet I

PERFORMING THE STOP, DROP, AND ROLL TECHNIQUE

Flames and Fabrics

More and more, manufacturers are becoming aware of the importance of fabrics that are flame resistant or flame retardant. Some of the kinds of fabrics that are highly flammable (burn easily) are:

--Fuzzy
--Frilly and ruffled
--Loosely woven
--Light weight
--Fabrics with a nap (short and soft woolly threads on the suface of the fabric)

Fabrics that are more flame resistant (will not burn easily) are:

--Fabric labeled "flame retardant"
--Heavy cotton
--Wool
--Polyester (100%)
--Modacrylic

Flames and Victims

If your clothing should ever catch fire, the stop, drop, and roll technique is the most effective way to protect yourself. Follow this procedure:

1. Do not panic. Do not try to fight the fire with your hands.

2. Stop immediately wherever you are. DO NOT RUN. Running increases the flames by feeding them more oxygen.

3. Drop quickly to the floor or ground.

4. Cross your arms across your chest, or put one hand over your face and the other arm crossed over your chest. This helps protect your mouth and nose from the heat.

5. If one is IMMEDIATELY available, roll up in a cover such as a towel, rug, bedspread, or coat. DO NOT RUN to find one.

6. Roll over and over until you think the fire is out.

7. Make sure the flames are out before removing any clothing. Never remove the clothing over your head.

Instruction Sheet II

ASSISTING BURNING VICTIMS

Often a victim in burning clothing needs help with the stop, drop, and roll procedure. Here are ways to help the victim who is running:

1. Keep calm.
2. Catch the running victim and gently force him/her to the ground or floor.
3. Cross the victim's arms across the chest.
4. If one is immediately handy, roll up the victim in a cover.
5. Assist the victim in rolling over and over.
6. Check to make sure the fire is out.

Instructor's Final Checklist

DEMONSTRATING THE STOP, DROP, AND ROLL TECHNIQUE

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
1. In demonstrating the stop, drop, and roll technique, the student:		
a. Kept calm	[ ]	[ ]
b. Dropped quickly to the floor	[ ]	[ ]
c. Rolled over and over	[ ]	[ ]
d. Kept flames away from the face by:		
(1) Crossing arms over the chest	[ ]	[ ]
or		
(2) Placing one hand over the face and the other arm over the chest	[ ]	[ ]
e. Assured that fire was out	[ ]	[ ]
2. In assisting a burning victim, the student:		
a. Kept calm	[ ]	[ ]
b. Gently forced the victim to the floor	[ ]	[ ]
c. Crossed the victim's arms across the chest	[ ]	[ ]
d. Rolled the cover around the victim	[ ]	[ ]
f. Assured that fire was out	[ ]	[ ]

Task Assignment Sheet PA-PS-19
Mail Clerk

Practical Arts

PUBLIC SERVICE OCCUPATIONS

TASK: USING THE ZIP CODE DIRECTORY

INTRODUCTION

To increase the speed, accuracy and quality of our mail service, a ZIP Code system is being used. Each code tells to what region of the United States a piece of mail is going. To help us find the ZIP Codes for different places, the Postal Service has published a book called the ZIP Code Directory. In this task assignment sheet you will learn how to use the Zip Code Directory.

OBJECTIVE(S)

GIVEN ten addresses and a ZIP Code Directory,

WRITE THE ZIP CODE FOR EACH ADDRESS.

AT LEAST EIGHT of the addresses must have the correct ZIP Code.

LEARNING ACTIVITIES

1. BRING to class envelopes on which the addresses include ZIP Codes. COMPARE the ZIP Codes.
2. LISTEN to your instructor explain how the ZIP Code works.
3. EXAMINE pages from the ZIP Code Directory. Your instructor will provide them.
4. WATCH your instructor demonstrate how to use the ZIP Code Directory.
5. MAKE a mini-ZIP Code Directory for your city, county, or places you would like to visit.
6. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

You will be provided addresses and a ZIP Code Directory.

Write the ZIP Code for each address.

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Instructor's Final Checklist

USING THE ZIP CODE DIRECTORY

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
In using the ZIP Code Directory, the student wrote the correct ZIP Codes for at least eight of the ten addresses..	[ ]	[ ]

Task Assignment Sheet PA-PS-20
Mail Clerk

Practical Arts

PUBLIC SERVICE OCCUPATIONS

TASK: FIGURING POSTAGE RATES

INTRODUCTION

As you know, the Postal Service charges a fee (rate) for carrying mail from one place to another. The rate is based upon the class and the weight of the mail being sent. To cover this cost, stamps are placed on each piece of mail before it is sent on its way. In this task assignment sheet, you will learn how to figure postage rates.

OBJECTIVE(S)

GIVEN a postal rate chart and descriptions of twenty pieces of mail,

FIGURE THE POSTAGE FOR EACH PIECE OF MAIL.

THE POSTAGE must be figured correctly for at least sixteen of the twenty pieces of mail.

LEARNING ACTIVITIES

1. STUDY the examples of classes of mail in Instruction Sheet I, IDENTIFYING CLASSES OF MAIL.
2. BRING to class a piece of mail. CLASSIFY each piece as first-, second-, third-, or fourth-class mail. DISCUSS the amount of postage attached to the mail. MAKE a display of each class of mail. Your instructor will tell you more about this activity.
3. STUDY and DISCUSS the "Postage Rates, Fees, and Information" chart. Your instructor will provide one.
4. WATCH your instructor demonstrate how to figure postage rates.
5. PRACTICE figuring postage rates for first-, second-, and third-class mail. Your instructor will provide the problems.
6. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

You will be provided a postage rate chart and of descriptions of twenty pieces of mail.

Figure the postage for each piece of mail listed.

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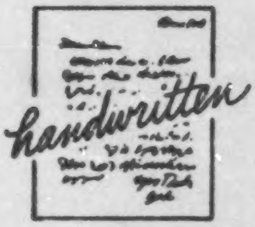
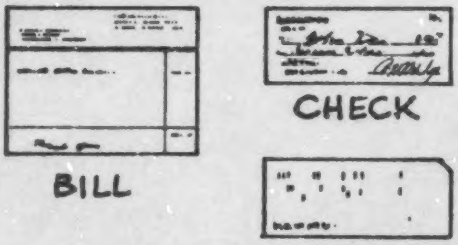
Instruction Sheet I

IDENTIFYING CLASSES OF MAIL

FIRST-CLASS MAIL


handwritten
typed

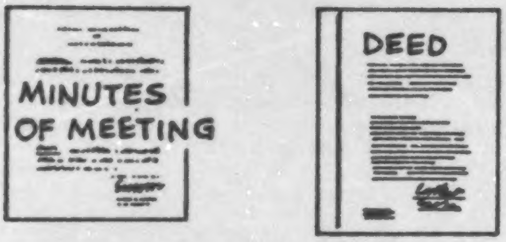
LETTERS


CHECK

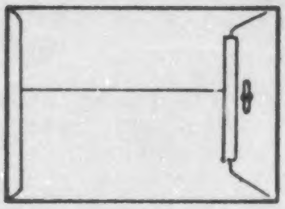
BILL

PUNCHED CARD

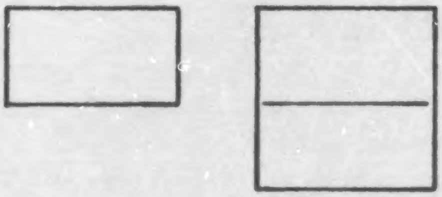
MATTER IN PARTLY WRITTEN FORM


MINUTES OF MEETING
DEED

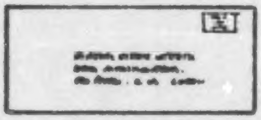
TYPEWRITTEN REPORTS AND DOCUMENTS



MATTER SEALED AGAINST INSPECTION



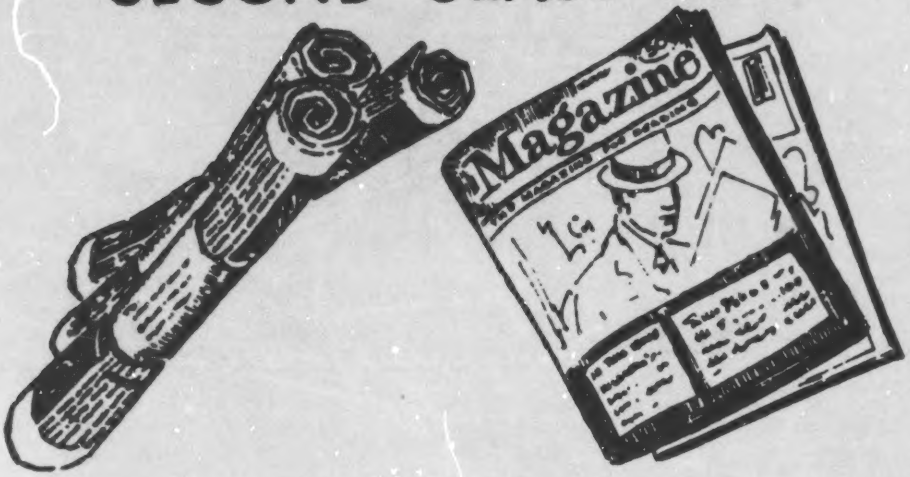
SINGLE And DOUBLE POST And POSTAL CARDS



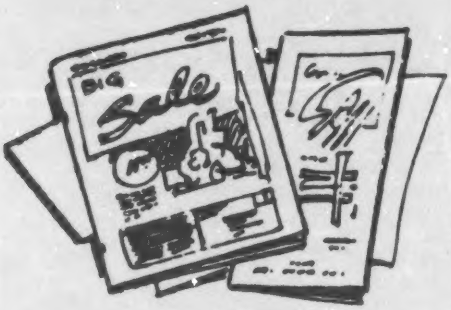
BUSINESS REPLY CARDS AND ENVELOPES

Instruction Sheet I (p. 2)

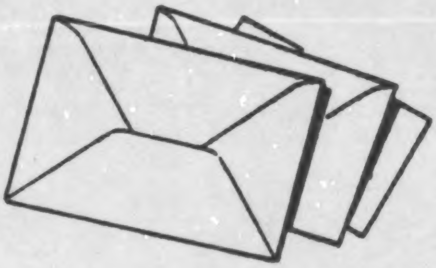
SECOND-CLASS MAIL



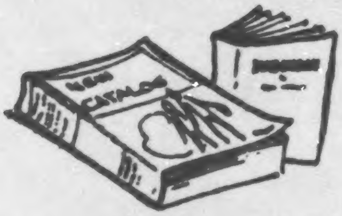
THIRD-CLASS MAIL



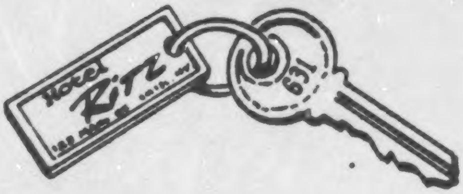
CIRCULARS & ADVERTISEMENTS



UNSEALED GREETING CARDS


NEW CATALOG

BOOKS & CATALOGS OF 24 OR MORE PAGES

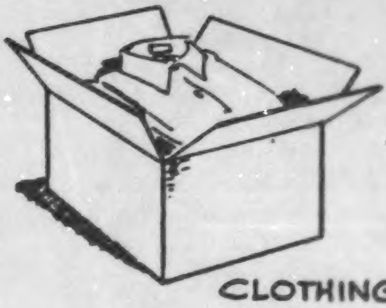

Hotel
Ritz
631

HOTEL KEYS & IDENTIFICATION DEVICES WITHOUT COVER

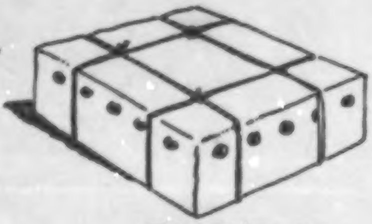
WEIGHS LESS THAN 16 OZ.; CANNOT BE CLASSIFIED AS FIRST- OR SECOND-CLASS.

BEST COPY AVAILABLE

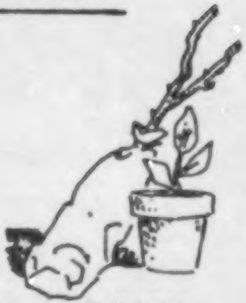
FOURTH-CLASS MAIL



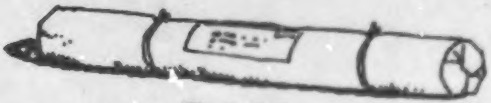
CLOTHING



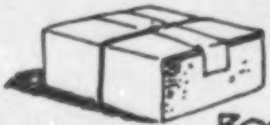
CHICKS OR SMALL ANIMALS



SMALL PLANTS



RUGS



BOOKS

- Includes Merchandise, Books, Printed Matter, and All Other Mailable Matter Not First, Second, or Third Class
- Weighs 16 oz. or Over
- May Be Sent Sealed or Unsealed

Instructor's Final Checklist

FIGURING POSTAGE RATES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
In figuring postage, the student figured the correct amount for at least sixteen of the twenty pieces of mail listed..	[ ]	[ ]

Task Assignment Sheet PA-PS-21
Mail Carrier

Practical Arts

PUBLIC SERVICE OCCUPATIONS

TASK: SORTING AND DELIVERING MAIL

INTRODUCTION

Before mail can be delivered, it goes through several stages of sorting. These stages are: local or out-of-town; state; 3-digit ZIP Code (area in state); 5-digit ZIP Code (local delivery area); carrier route number; and street number or building. In this task assignment sheet, you will sort and deliver mail.

OBJECTIVE(S)

GIVEN mail.

SORT AND DELIVER THE MAIL.

THE MAIL should be sorted according to the ZIP Code and each piece delivered to the address indicated on the letter.

LEARNING ACTIVITIES

1. MAKE UP 5-digit ZIP codes for your school. The first three digits indicate which floor, and the last two digits indicate which room.
2. WRITE a letter to five friends who are not in the Practical Arts class. Write on one side of plain paper. FOLD each letter into thirds (plain side out) and STAPLE it. ADDRESS each letter, using: Name of friend; room number; floor; name of school; ZIP code. DEPOSIT your letters in a box provided by your instructor.
3. As a class, SORT the letters by ZIP Code (floor and room.) BUNDLE the mail for each room.
4. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Deliver a bundle of mail that was sorted in Learning Activitiy 3. Have each person receiving mail sign a statement that he/she received it.

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Instructor's Final Checklist

SORTING AND DELIVERING MAIL

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In sorting and delivering mail, the student:	Accomplished	Not Accomplished
1. Sorted the mail according to the ZIP code.................	[ ]	[ ]
2. Delivered the mail to the address indicated on the letter...	[ ]	[ ]

Practical Arts

PUBLIC SERVICE OCCUPATIONS

TASK: WRITING A CAMPAIGN SPEECH

INTRODUCTION

Candidates running for political office must meet the public. They have to let people know how they stand on certain government issues. To do this they often make campaign speeches. Some candidates write their own speeches, while others hire writers. In this task assignment sheet, you will learn how to write each part of a good campaign speech.

OBJECTIVE(S)

GIVEN a basic speech outline,

WRITE A CAMPAIGN SPEECH.

YOUR SPEECH should include the essential parts contained in the speech outline.

LEARNING ACTIVITIES

1. STUDY and DISCUSS the basic speech outline in Instruction Sheet I, PLANNING A SPEECH.
2. IDENTIFY the basic parts of a speech by going through Student Self-Check I, ANALYZING A SPEECH.
3. SELECT a class or school office which is filled by a student election. OUTLINE basic points to include in a campaign speech as candidate for that office. FOLLOW the speech outline in Instruction Sheet I.
4. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Write a campaign speech, using the outline you made in Learning Activity 3.

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Instruction Sheet I

PLANNING A SPEECH

Good speeches require good planning. Here is a basic outline that many speech writers use.

I. INTRODUCTION TO THE SPEECH

   A. Make pleasant remarks.
   B. Introduce the topic.

II. BODY OF THE SPEECH

   A. Use a brief transition (lead into your first point)
   B. Make your first point by:

      a. Stating the point.
      b. Explaining how the activity presented will be accomplished.

   C. Use a brief transition.
   D. Make your second point by:

      1. Stating the point.
      2. Explaining how the activity presented will be accomplished.

III. CONCLUSION OF THE SPEECH

   A. Summarize your topic.
   B. Recommend the action that you want.

Student Self-Check I

ANALYZING A SPEECH

Read the campaign speech below. Identify the parts of the speech, using the outline in Instruction Sheet I as a guide. After you have finished, discuss your analysis with the class. Do not write on this page.

CAMPAIGN SPEECH

Good morning. My name is Don Baxter, and I am one of six candidates for the office of class president. I am going to tell you some of the things I plan to do if I am elected.

First of all, there are many things we need to start thinking about before we enter high school next year. Number one on the list is choosing a career. Are you aware of how many new and exciting fields have opened up in just the past few years? There are literally thousands. We can learn about four each month by inviting some professionals to speak to our class.

In addition to these speakers, I am going to request class trips to where the jobs are: the city newspaper, a dental lab, the hospital, our science observatory, an art museum, the dinner theater--just to name a few. I plan to appoint a committee to come up with more suggestions and ideas on learning about career choices.

We also need to learn practical things which will help us in our daily lives, such as gardening. If elected, I plan to ask our botany teacher to find space so that we may actually plant a garden with vegetables and flowers. Along with gardening outdoors, I think we should learn about indoor plants, and I am going to ask that each of us bring a green plant to care for. Caring for these indoor plants is a part of the school beautification project which I plan to initiate.

I want this to be the best year we have ever had as a group. I think with my leadership and your ideas, we can make it, not only the best, but the most fun.

A vote for Don Baxter is a vote for learning and having fun while you are learning. Thank you.

Instructor's Final Checklist

WRITING A CAMPAIGN SPEECH

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student's campaign speech included the essential parts:

	Accomplished	Not Accomplished
1. Introduction:		
a. Pleasant remarks......................................	[ ]	[ ]
b. Introduction of the topic..............................	[ ]	[ ]
2. Body:		
a. Brief transition from introduction..................	[ ]	[ ]
b. Statement of points:		
(1) Description of each point........................	[ ]	[ ]
(2) Explanation of how each point will be accomplished....................................	[ ]	[ ]
(3) Brief transition between points.................	[ ]	[ ]
3. Conclusion:		
a. Summary of topic.....................................	[ ]	[ ]
b. Action desired.......................................	[ ]	[ ]

Task Assignment Sheet PA-PS-23
Candidate for Political Office

Practical Arts

PUBLIC SERVICE OCCUPATIONS

TASK: MAKING A CAMPAIGN SPEECH

INTRODUCTION

Campaign speeches may win or lose the election for a candidate. "How" something is said is often as important as "what" is said. For this reason, candidates pay particular attention to how they present a speech to an audience. In this task assignment sheet, you will learn how to make a campaign speech.

OBJECTIVE(S)

GIVEN the campaign speech you wrote in Task Assignment Sheet PA-PS-22,

MAKE A THREE-MINUTE SPEECH TO THE CLASS.

YOUR SPEECH WILL BE RATED in accordance with the Instructor's Final Checklist.

LEARNING ACTIVITIES

1. COPY the nine items listed in the Instructor's Final Checklist. LISTEN to a speaker, and CHECK each of the items "yes" or "no." SHARE your completed checklist with the class.

2. Your instructor will return the speech that you wrote in the previous task assignment sheet. DETERMINE the length of your speech by TIMING yourself as you READ it aloud. If necessary, OMIT or EXPAND parts of the speech to meet a three-minute time limit.

3. PRACTICE giving your speech.

4. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Give your campaign speech in class.

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Instructor's Final Checklist

GIVING A CAMPAIGN SPEECH

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

When giving the campaign speech, the student:

		Accomplished	Not Accomplished
1.	Was dressed neatly	☐	☐
2.	Spoke in a conversational tone (even when reading the speech)	☐	☐
3.	Spoke distinctly	☐	☐
4.	Spoke loudly enough to be heard	☐	☐
5.	Emphasized the main points of the speech	☐	☐
6.	Used gestures when appropriate	☐	☐
7.	Kept eye contact with the audience	☐	☐
8.	Avoided distracting mannerisms	☐	☐
9.	Kept within an acceptable time limit	☐	☐

Task Assignemnt Sheet PA-PS-24
Recruiter

Practical Arts

PUBLIC SERVICE OCCUPATIONS

TASK: EXPLAINING MILITARY BENEFITS

INTRODUCTION

Our country needs good military people. In order to get and keep these good people, the government provides many benefits for those who join the military services. Each branch of the military service places recruiters in key locations to explain the benefits provided. In this task assignment sheet you will learn and explain the benefits of joining the military services.

OBJECTIVE(S)

GIVEN military pamphlets and brochures,

TELL ABOUT A BENEFIT PROVIDED THE MEMBERS OF A BRANCH OF THE MILITARY SERVICE.

YOUR PERFORMANCE WILL BE RATED in accordance with the Instructor's Final Checklist.

LEARNING ACTIVITIES

1. OBTAIN pamphlets and brochures from a military recruiting office. BRING them to class, and INCLUDE them as part of a reference section.
2. LOOK through the reference materials. LIST the benefits provided members of the Army, Navy, Air Force, and Marines. CHOOSE one of the benefits, and FIND as much information about it as you can.
3. PREPARE a report on, "How You Can Benefit by Joining the (Army, Navy, Air Force, or Marines)." DESCRIBE the benefit you chose in Learning Activity 2. PREPARE a visual aid to support your report. FOLLOW the plan outlined in the Instructor's Final Checklist.
4. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Give in class the report you prepared in Learning Activity 3.

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Instructor's Final Checklist

EXPLAINING MILITARY BENEFITS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In reporting on a benefit provided by a branch of the military service, the student:

	Accomplished	Not Accomplished
1. Identified the branch of service (Army, Navy, Air Force, or Marines)..	☐	☐
2. Described one benefit provided to members of the branch of service..	☐	☐
3. Used a visual aid to support his/her report...............	☐	☐

Practical Arts

PUBLIC SERVICE OCCUPATIONS

TASK: FILLING OUT A 1040 TAX FORM

INTRODUCTION

A tremendous amount of money is required for operating our federal government. One of the ways Washington gets the money needed is through income taxes. To determine how much in taxes an individual owes, the government provides a 1040 U.S. Individual Income Tax Form. In this task assignment sheet, you will learn how to fill out a 1040 Form.

OBJECTIVE(S)

GIVEN a 1040 Tax Form, tax tables, and a case situation,

FILL OUT THE FORM.

THE COMPLETED FORM should be neat, readable, and 100% accurate.

LEARNING ACTIVITIES

1. VIEW a film on taxes provided by your instructor.
2. PARTICIPATE in an income tax workshop. Your instructor will tell you more about this activity.
3. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

You will be provided a 1040 Tax Form, tax tables, and a case situation.

Fill out the 1040 Tax Form.

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Instructor's Final Checklist

FILLING OUT A 1040 TAX FORM

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student's 1040 Tax Form was:	Accomplished	Not Accomplished
1. Neat	☐	☐
2. Readable	☐	☐
3. 100% accurate	☐	☐

Task Assignment Sheet PS-PS-26
Government Inspector's and
Investigators

Practical Arts

PUBLIC SERVICE OCCUPATIONS

TASK: REPORTING ON GOVERNMENT INSPECTION AGENCIES

INTRODUCTION

Both our state and federal governments are concerned about our welfare. For this reason our government officials have set up inspection and investigating agencies to help protect us from a number of hazards. In this task assignment sheet you will learn about several of these government agencies.

OBJECTIVE(S)

GIVEN a government inspector or government investigator job title,

REPORT ON THE TYPE OF WORK PERFORMED BY THE INSPECTOR OR INVESTIGATOR.

YOUR REPORT WILL BE RATED in accordance with the Instructor's Final Checklist.

LEARNING ACTIVITIES

1. REVIEW and DISCUSS the list of government inspectors and investigators in Instruction Sheet I, GOVERNMENT INSPECTION AGENCIES. SELECT one of the job titles on which to report.

2. RESEARCH the type of work performed by the inspector or investigator. You may use one or more of these methods: READ the job description in the Dictionary of Occupational Titles, Occupational Outlook Handbook, or other references provided by your instructor; VIEW an audio-visual presentation on government agencies provided by your instructor; INTERVIEW a local government inspector or investigator (when possible, obtain a copy of any printed matter, such as special forms, used on the job); INTERVIEW the manager or supervisor of a local organization that has been inspected or investigated by a government agency.

3. WRITE a report on the work performed by the inspector or investigator you selected in Learning Activity 1. FOLLOW the plan outlined in the Instructor's Final Checklist.

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4. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES Give in class the report you prepared in Learning Activity 3.

Instruction Sheet I

GOVERNMENT INSPECTION AGENCIES

The Dictionary of Occupational Titles lists the titles of all government inspectors and investigators. Each title is assigned a DOT number. Review the list of job titles and DOT numbers below:

JOB TITLE	DOT NUMBER
Coroner	168.161-010
Customs Patrol Officer	168.167-010
Equal-Opportunity Representative	168.167-014
Field Health Officer	168.167-018
Immigration Inspector	168.167-022
Building Inspector	168.167-030
Electrical Inspector	168.167-034
Elevators Inspector	168.167-038
Health Care Facilities Inspector	168.167-042
Heating and Refrigeration Inspector	168.167-046
Plumbing Inspector	168.167-050
Occupational-Safety-and-Health Inspector	168.167-062
Driver's License Reviewing Officer	168.167-074
Air-Carrier Inspector	168.264-010
Customs Import Specialist	168.367-018
Customs Inspector	168.267-022
Driver's License Examiner	168.267-034
Eligibility-and-Occupancy Interviewer	168.267-038
Food and Drug Inspector	168.267-042
Furniture and Bedding Inspector	168.267-046
Government Property Inspector	168.267-050
Industrial Waste Inspector	168.267-054
Motor Vehicles Inspector	168.267-058
Investigator	168.267-062
License Inspector	168.267-066
Mine Inspector	168.267-074
Mortician Investigator	168.267-078
Agriculture Commodities Inspector	168.287-010
Quality Assurance Inspector	168.278-014
Railroad Inspector	168.287-010
Customs Opener-Verifier-Packer	168.387-010

Instructor's Final Checklist

REPORTING ON GOVERNMENT INSPECTION AGENCIES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In reporting on the work of a government inspector or investigator, the student:

	Accomplished	Not Accomplished
1. Gave the job title..................................	☐	☐
2. Described the type of work performed................	☐	☐
3. Exhibited special forms or other working materials used on the job (optional).........................	☐	☐
4. Explained how the work benefits people..............	☐	☐

Task Assignment Sheet PA-PS-27
Government Social Worker

Practical Arts

PUBLIC SERVICE OCCUPATIONS

TASK: IDENTIFYING LOCAL GOVERNMENT SOCIAL AGENCIES

INTRODUCTION

Today many people have special needs. The most common needs appear to be personal problems and financial difficulties. Our government has set up social agencies for the purpose of helping people work through their problems. In this task assignment sheet you will identify some of the government social agencies in your community.

OBJECTIVE(S)

GIVEN a local telephone or city directory and a city map,

LABEL AND MARK THE LOCATION OF EACH LOCAL GOVERNMENT SOCIAL AGENCY ON THE CITY MAP.

ALL AGENCIES should be correctly located and labeled.

LEARNING ACTIVITIES

1. LOOK in your local telephone directory under your state and county government and/or the sections on "Human Services Guide," "Community Services." WRITE the names, addresses, and telephone numbers of the social agencies listed. SAVE your list to use in the next task assignment sheet.
2. OBTAIN a city map, OR DRAW a map of your community. INSERT a pin, PLACE a sticker (such as a star), or DRAW a dark circle, where each government social agency is located. WRITE the name of the agency under each location.
3. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Turn your completed map in to your instructor.

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Instructor's Final Checklist

IDENTIFYING LOCAL GOVERNMENT SOCIAL AGENCIES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In identifying the local government social agencies, the student:

	Accomplished	Not Accomplished
1. Correctly marked the location of each agency on the city map..	[ ]	[ ]
2. Wrote the correct name of each agency under its location..	[ ]	[ ]

Practical Arts

PUBLIC SERVICE OCCUPATIONS

TASK: EXPLAINING GOVERNMENT SOCIAL AGENCY SERVICES

INTRODUCTION

Persons with special needs frequently are counseled by a social worker. One of the first things a social worker does for his/her "clients" is to explain the social services available to them. In this task assignment sheet you will learn about services provided by your local government social agencies.

OBJECTIVE(S)

GIVEN pamphlets, brochures, and other information,

REPORT ON THE SERVICES PROVIDED BY ONE GOVERNMENT SOCIAL AGENCY.

YOUR REPORT should give the name and address of the agency and explain at least two services provided. A poster should be used to support your report.

LEARNING ACTIVITIES

1. REVIEW the list of local government social agencies you prepared in the previous task assignment sheet. CALL or VISIT one of the social agencies, and REQUEST a copy of brochures or pamphlets that describe the services it provides;

   OR

   INTERVIEW a worker in one of the social agencies and take notes on the services provided.

2. WRITE a report on at least two services provided by the social agency. FOLLOW the outline in the Instructor's Final Checklist.

3. MAKE a poster displaying the information you received from the social agency.

4. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Give the report you prepared in Learning Activity 2. Display your poster during your report.

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Instructor's Final Checklist

EXPLAINING GOVERNMENT SOCIAL AGENCY SERVICES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In reporting on the services provided by a government social agency, the student:	Accomplished	Not Accomplished
1. Gave the name and address of the agency..............	☐	☐
2. Explained at least two services provided by the agency..	☐	☐
3. Displayed the poster showing information received from the agency....................................	☐	☐

Task Assignment Sheet PA-PS-29
Counselor for the Handicapped

Practical Arts

PUBLIC SERVICE OCCUPATIONS

TASK: COUNSELING THE HANDICAPPED

INTRODUCTION

Handicapped people often have problems finding jobs. They frequently seek the help of a counselor trained in the needs and abilities of the handicapped. In this task assignment sheet, you will learn how to counsel a handicapped person concerning employment opportunities.

OBJECTIVE(S)

GIVEN a handicapped client,

COUNSEL HIM/HER ON POSSIBLE EMPLOYERS AND ON ONE EMPLOYMENT RIGHT.

YOUR PERFORMANCE WILL BE RATED according to the Instructor's Final Checklist.

LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, WHO IS DISABLED?
2. READ and DISCUSS Instruction Sheet II, BEING WITH A HANDICAPPED PERSON.
3. READ and DISCUSS Instruction Sheet III, THE RIGHT TO EMPLOYMENT.
4. LOCATE and LIST possible employers of the handicapped by one of the following methods: LOOK FOR Affirmative Action Employers and Equal Opportunity Employers in the newspaper want ads; LOOK FOR tax supported institutions in the yellow pages; CONTACT a large corporation to find out its policy on hiring the handicapped.
5. SELECT and RESEARCH one of the employment rights listed in Instruction Sheet III. MAKE notes on the information you obtain.

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6. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

You will be provided a "handicapped" client.

Counsel your client on possible employers and on the employment right you selected in Learning Activity 6.

Instruction Sheet I

WHO IS DISABLED?

The purpose of Rehabilitation Act of 1973 is to provide protection for the disadvantaged and handicapped. Section 504 of the Act pertains to the handicapped, and this is the part of the law that concerns us now.

A handicapped person is identified as "anyone with a mental or physical disability that substantially impairs or restricts one or more of such major life activities as walking, seeing, hearing, speaking, working, or learning." Handicapped conditions include, but are not limited to:

Alcoholism
Cancer
Cerebral palsy
Deafness or hearing impairment
Diabetics
Drug addiction
Epilepsy
Heart disease
Mental or emotional illness
Mental retardation
Multiple sclerosis
Muscular dystrophy
Blindness or visual impairment
Speech impairment
Orthopedic (having to do with the bones) impairment

Instruction Sheet II

BEING WITH A HANDICAPPED PERSON*

When you see one who has a physical disability. . .

-- Say hi!

-- Smile

-- Be yourself.

-- Show friendly interest.

-- Offer assistance if asked or if the need seems obvious (but don't overdo it or insist on it).

-- Be considerate. . .it might take extra time for a person with a disability to get things said or done.

* * * *

-- Speak slowly and clearly to a person with a hearing problem.

-- Give whole, unhurried attention to a person with a speech problem.

-- Offer your arm to help guide a person with a visual-problem. . . don't grasp the person's arm yourself.

-- Don't move a wheelchair or crutches out of reach of the person who uses them.

-- Don't be so impressed with a person's disability that you don't see the person.

-- Realize everyone has abilities, interests, and capabilities regardless of physical limitations.

-- Understand that a person who has a disability is probably willing and able to help put you at ease.

-- And finally. . .put yourself in the person's place. Remember that we all have handicaps.

---

*Taken from publication by the National Easter Seal Society.

Instruction Sheet III

THE RIGHT TO EMPLOYMENT

A disabled job applicant or employee has the same rights and benefits as a nonhandicapped applicant and employee.

A counselor for the handicapped would give his/her client the following information concerning employment.

1. Your ability, training, and experience must be considered. Your disability must not be considered--unless it keeps you from doing the job adequately.

2. An employer receiving federal assistance may not discriminate against you in:

   --Recruiting, advertising, or processing of applications for employment.

   --Requirement to take a physical examination before a job is offered. You offered. You may be required to take a physical examination after the job is offered if the examination is required of other applicants.

   This provision is to prevent discrimination against persons with such hidden disabilities as heart disease and epilepsy that would be revealed in a physical examination. It is also to keep employers from requiring a physical examination of handicapped job applicants only--a common practice in the past--then denying them a job because they failed to pass the examination.

   --Hiring, promoting or demoting, transferring, layoff, or rehiring.

   --Job assignment or career ladders.

   --Leaves of absence, sick leave, training programs, and other fringe benefits.

3. Once hired, your employer is required to take reasonable steps to accommodate your disability, unless they would cause the employer undue hardship. That may mean supplying, for example:

   --A reader if you are blind and the job includes paperwork.

   --An interpreter if you are deaf and the job requires telephone contacts.

   --Adequate workspace and access to it if you use a wheelchair.

   --Minor adjustment in working hours if you are required to visit a methodone clinic daily.

Instructor's Final Checklist

COUNSELING THE HANDICAPPED

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In counseling a handicapped client, the student:

	Accomplished	Not Accomplished
1. Dealt with him/her in the proper manner:		
a. Showed friendly interest	☐	☐
b. Spoke slowly and clearly to the client with a hearing problem (if applicable)	☐	☐
c. Gave unhurried attention to the client with a speech problem (if applicable)	☐	☐
d. Offered his/her arm to help guide a client with a visual problem (if applicable)	☐	☐
e. Kept a wheelchair or crutches in reach of a client who uses them (if applicable)	☐	☐
2. Informed the client of possible employers	☐	☐
3. Explained one employment right of the handicapped	☐	☐

Practical Arts

PUBLIC SERVICE OCCUPATIONS

TASK: IDENTIFYING GOOD EMPLOYMENT APPLICATIONS

INTRODUCTION

Federal, state, and local governments provide jobs for millions of people. Other people apply for government jobs almost every day. Managers have the big responsibility of reviewing many job applications and choosing the best ones. In this task assignment sheet you will learn how to identify good job applications.

OBJECTIVE(S)

GIVEN three completed employment applications,

CHOOSE THE BEST APPLICATION. LIST THE KINDS OF ERRORS WHICH APPEAR IN THE OTHER TWO APPLICATIONS.

THE BEST APPLICATION should be clean and neat, easy to read, complete, and accurate. ALL TYPES OF ERRORS appearing in the other two applications should be listed.

LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, CLEAN AND NEAT EMPLOYMENT APPLICATIONS.
2. REVIEW the examples in Student Self-Check I, REVIEWING APPLICATIONS FOR NEATNESS.
3. READ and DISCUSS Instruction Sheet II, COMPLETE AND ACCURATE EMPLOYMENT APPLICATIONS.
4. REVIEW the examples in Student Self-Check II, REVIEWING APPLICATIONS FOR COMPLETENESS AND ACCURACY.
5. STUDY and DISCUSS the application in Instruction Sheet III, EMPLOYMENT APPLICATION.
6. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

You will be provided three completed employment applications.

Write the number of the best application. List the kinds of errors which appear in the other two applications.

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Instruction Sheet I

CLEAN AND NEAT JOB APPLICATIONS

An application form is often the first introduction to the employer. It is important that it make a good impression. Here are some things to look for when reviewing a job application.

1. The application should be free of smears and smudges.

312 Main St.	312 Main St

2. Corrections should be neat. Words should not be scratched out or written over.

True, Sue	[illegible] TRUE, SUE

3. The writing should be well spaced and not crowded. Letters should not be too large or too small.

Desk Clerk	DESK CLERK

4. All writing should be easy to read.

John Doe	John Doe

Student Self-Check I

REVIEWING APPLICATIONS FOR NEATNESS

Look at the examples below. Tell what is wrong with each one. USE A SEPARATE SHEET OF PAPER. When you have finished, check your answers with the ones at the bottom of the page.

1. 901 LAKE
DRIVE

2. [illegible] MECHANIC

3. Sept.-June, 1978

4. Richard Jones

5. SIMMS SCHOOL

Instruction Sheet II

COMPLETE AND ACCURATE JOB APPLICATIONS

Leaving questions unanswered and not following directions are indications that the applicant may be careless and sloppy at work. Here are some things to look for when reviewing applications:

1. When a form says to:	Then do this:
Place an X	___9 ___10 X 11 ___12
Underline	Fr. Soph. [✓ Jr.] Sr.
Circle	[✓ rent] own buy
Check	College ✓Business School Vocational School
Write--Do not print	Karen Logan
Please Print	Karen Logan
DO NOT WRITE IN THIS SPACE	

2. When the application does not say whether to write or print, everything should be printed but the signature.

December 14, 1958

John Jones

3. The signature should show the complete name, not a nickname.

Robert Clay Lewis	Bob Lewis
Correct	Incorrect

4. Each word should be spelled out unless it is often abbreviated.

Instruction Sheet II (p. 2)

5. Some lines call for more than one kind of information. All information should be included.

Name and address Williams, Clay M., 23 Elm, Columbus, OH 32450

6. All spaces should be fitted in unless it says "Do Not Write in This Space." A short line or "NA" means the question does not apply to the applicant. "None" or "0" in a blank means "not any."

Number of Dependents: 0
Driver License Number —
Selective Service Number NA

Student Self-Check II

REVIEWING APPLICATIONS FOR COMPLETENESS AND ACCURACY

An applicant answered the questions at the left side of the page. Indicate what is wrong with each answer? USE A SEPARATE SHEET OF PAPER.

ERROR

1. Birth Date

DEC. 6 ______ ______

2. Father's Full Name

Jesse ______ ______

3. References

Mr. Bo Henderson ______ ______

4. Home Address

Montgomery Ave. ______ ______

5. Name and Address of Last School Attended

Bryan High ______ ______

6. Full Name

Mary Moore ______ ______

Date

______ ______

7. Job Applying For

Rec. Cl. ______ ______

ANSWERS: (1) Year omitted (2) Last name omitted (3) Nickname (4) House number, city, state, and ZIP Code omitted (5) Address omitted (6) Date omitted (7) Abbreviations used

Instruction Sheet III

EMPLOYMENT APPLICATION

(PRINT)

JOB APPLIED FOR Stenographer II DATE April 14, 1980

PERSONAL:

NAME Leslie Marie Stuart BIRTH DATE June 10, 1960

ADDRESS 222 Oak Street, Cynthiana, Kentucky 40324

TELEPHONE 606-258-4020 SOCIAL SECURITY NUMBER 000-00-0000

HAVE YOU EVER BEEN CONVICTED OF A FELONY? YES ☐ NO ☒

IF SO, EXPLAIN —

EDUCATION:

LAST SCHOOL ATTENDED Cynthiana High School

MARK LAST YEAR COMPLETED 1 2 3 4 5 6 7 8 9 10 11 [✓ 12] 13 14 15 16.

SKILLS, SPECIAL TRAINING, LICENSES Typing, Shorthand, Office Machines

EXPERIENCE:

STARTING WITH THE LAST ONE FIRST, LIST YOUR EMPLOYERS

PERIOD EMPLOYED	NAME & ADDRESS	SALARY	JOB
1976 (Summer)	Brown Office Supply, 82 Second St. Lexington, Kentucky 40205	$2.65 hr.	File Clerk
1977 (Summer)	Sears, Nicholasville Road Lexington, Kentucky 40305	$400 mo.	Typist
1978-Present	University of Kentucky Lexington, Kentucky 40506	$600 mo.	Stenographer

HEALTH:

DO YOU HAVE ANY PHYSICAL CONDITION THAT COULD LIMIT YOUR ABILITY TO PERFORM THIS JOB? YES ☐ NO ☒ IF SO, EXPLAIN —

REFERENCES:

YOU CAN NOT LIST FORMER EMPLOYERS OR RELATIVES

NAME	ADDRESS	YEARS KNOWN	OCCUPATION
Linda Booth	123 Fayette Avenue Cynthiana, Ky. 40324	10	Guidance Counselor
John Brown	181 Main Street Lexington, Ky 40506	4	Minister
Alfred Davis	823 Mill Street Lexington, Ky. 40506	8	Dentist

SIGNATURE Leslie Marie Stuart

Instructor's Final Checklist

IDENTIFYING GOOD JOB APPLICATIONS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In identifying a good job application, the student:

	Accomplished	Not Accomplished
1. Chose the application that was clean and neat, easy to read, complete, and accurate......................	[ ]	[ ]
2. Listed all types of errors that appeared in the other two applications....................................	[ ]	[ ]

Task Assignment Sheet PA-PS-31
Employment Interviewer

Practical Arts

PUBLIC SERVICE OCCUPATIONS

TASK: SELECTING THE BEST JOB INTERVIEWEE

INTRODUCTION

Selecting the best person for the job requires careful study of each applicant. Identifying the best employment applications is just the beginning. The next step is meeting and talking face-to-face with each applicant. (The one being interviewed is the interviewee.) In this task assignment sheet you will learn how to rate interviewees.

OBJECTIVE(S)

GIVEN three demonstration job interviews and Interview Rating Forms,

RATE EACH INTERVIEWEE ON THE RATING FORM AND SELECT THE BEST ONE.

THE INTERVIEWEE SELECTED should be the one receiving the highest score.

LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, DRESSING FOR THE JOB INTERVIEW.
2. COMPARE the job applicants' dress in Student Self-Check I, RATING PERSONAL APPEARANCE. CHOOSE the ones appropriately dressed.
3. READ and DISCUSS Instruction Sheet II, ACTIONS ON THE JOB INTERVIEW.
4. PRACTICE rating job interviewees. Your instructor will tell you more about this activity.
5. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

You will be provided three copies of an Interview Rating Form. Your instructor will arrange three demonstration interviews.

Complete an Interview Rating Form for each interviewee, and select the best one for the job.

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Instruction Sheet I

DRESSING FOR THE JOB INTERVIEW

A neat appearance is a must for a job applicant on an interview. The employment interviewer pays particular attention to these points:

Appropriate dress. Too casual dress (for example cut-offs and a T-shirt) is in mappropriate. [So are formal or party clothes]. Acceptable dress for the interviewee is the type of clothing that is suitable for the job for which the applicant is applying. (An exception to this is, if special uniforms required for the job a pair of pants and shirt for males and skirt and blouse or a simple dress for females are acceptable.)

Clean and neat clothing. All clothing worn on a job interview should be clean, pressed, and in good repair. Shoes should be polished and in good repair.

Well fitted clothing. Well fitted, clean, neat clothing is indication that the interviewee takes pride in him/herself.

Good personal grooming. An applicant with long, dirty fingernails; dirty, stringy hair; and body odor should be marked off the list of prospective employees. On the other hand, an applicant who presents a well-groomed appearance may be considered as one who will take pride in his/her job performance.

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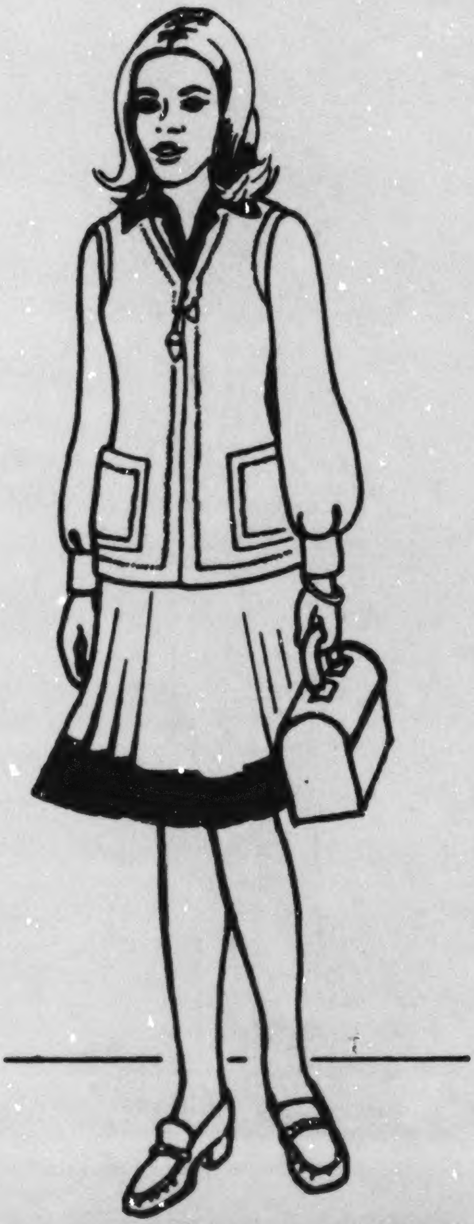
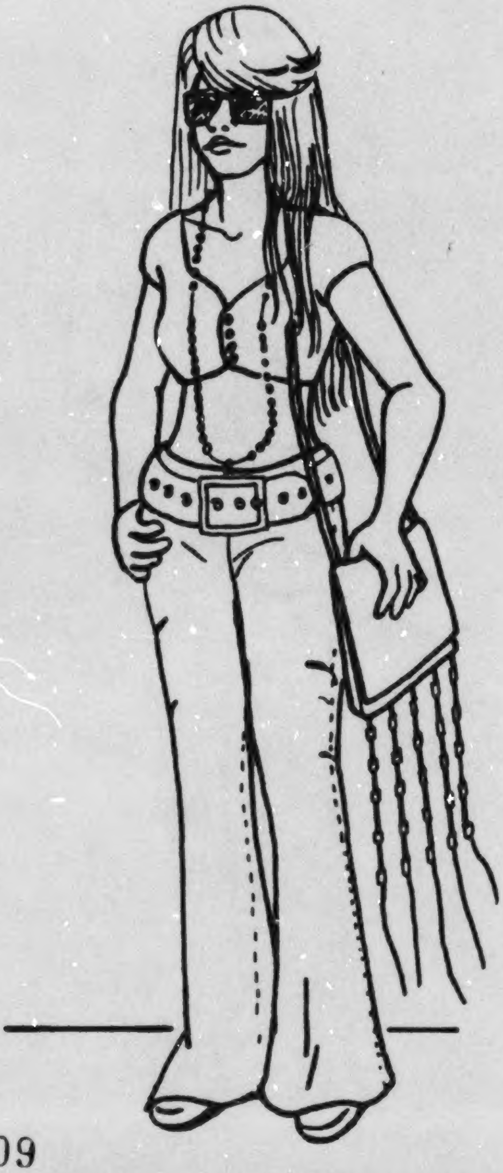
Student Self-Check I

RATING PERSONAL APPEARANCE

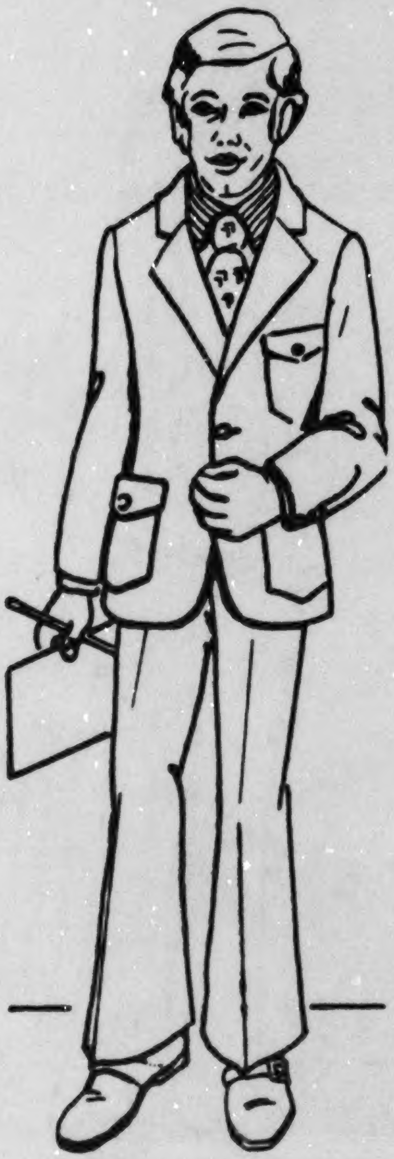
APPROPRIATE DRESS FOR THE INTERVIEW - FEMALE

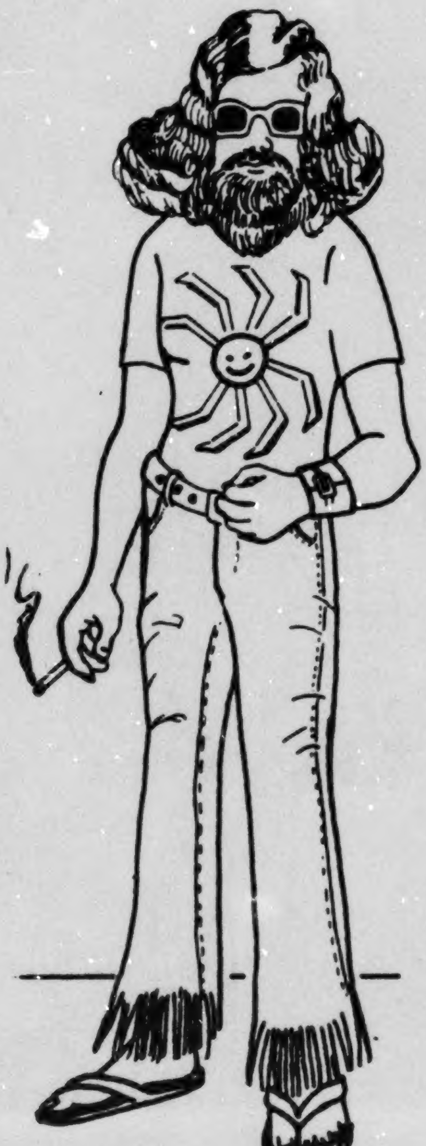




Student Self-Check I (p. 2)

APPROPRIATE DRESS FOR THE INTERVIEW – MALE





Instruction Sheet II

ACTIONS ON THE JOB INTERVIEW

The employment interviewer very carefully observes the action of the interviewee. Here are some things to look for during the interview:

Is the interviewee:

--On time?
--Friendly?
--Courteous?
--Sincere?
--Relaxed? (without nervous and distracting movements)
--Prepared for the interview?

Does the interviewee:

--Speak clearly and slowly?
--Answer questions completely, but briefly?
--Avoid interrupting the conversation?
--Look the interviewer in the eye?
--Avoid chewing gum?
--Avoid smoking?
--Sit straight with feet on the floor?
--Avoid telling about personal problems?

Instructor's Final Checklist

SELECTING THE BEST JOB INTERVIEWEE

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
In selecting the best job interviewee, the student:		
1. Completed an Interview Rating Form for each job interviewee..	[ ]	[ ]
2. Selected the interviewee receiving the highest score..	[ ]	[ ]

Task Assignment Sheet PA-PS-32
Meter Reader

Practical Arts

PUBLIC SERVICE OCCUPATIONS

TASK: READING AN ELECTRIC METER

INTRODUCTION

The accurate reading of electric meters is of major importance to an electric utility company. This is the way the company determines how much electricity each customer uses and how much each customer must pay for the electricity used. In this task assignment sheet you will learn how to read a kilowatt-hour meter.

OBJECTIVE(S)

GIVEN a kilowatt-hour meter and a Daily Meter Readings chart,

FILL OUT THE DAILY METER READING CHART FOR ONE WEEK.

YOUR COMPLETED CHART should include, the daily meter readings, the kilowatt hours used daily, and the total kilowatt hours used for the week.

LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, READING A KILOWATT-HOUR METER.
2. PRACTICE reading kilowatt-hour meters by completing Student Self-Check I, READING KILOWATT-HOUR METERS.
3. READ and DISCUSS Instruction Sheet II, DETERMINING KILOWATT HOURS USED.
4. PRACTICE figuring kilowatt hours used in Student Self-Check II, FIGURING KILOWATT HOURS USED. Your instructor will provide a Daily Meter Readings chart.
5. READ the electric meter for your home for one week. RECORD each reading on your chart. FIGURE and RECORD the kilowatt hours used each day and the total used for the week.
6. ARRANGE with your instructor to complete this task by going through the Check-Out Activities.

CHECK-OUT ACTIVITIES

Turn your completed Daily Meter Readings chart in to your instructor.

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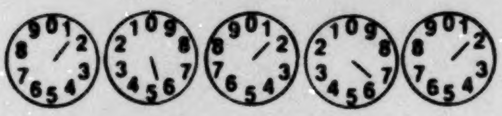
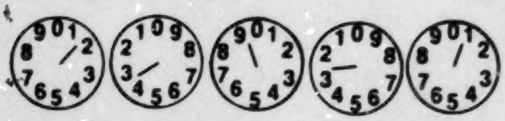
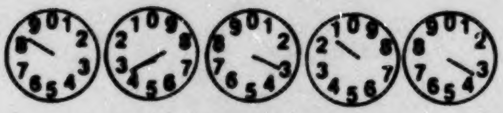
Student Self-Check I

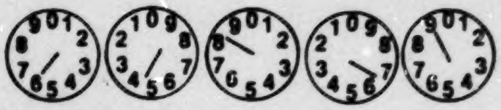
READING KILOWATT-HOUR METERS

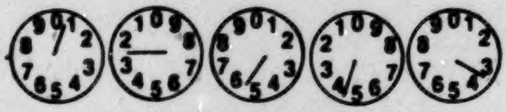
See how well you can read these dials. Write down your readings. USE YOUR OWN PAPER. Do not write on this page. When you have finished, check your answers with the ones at the bottom of the page.

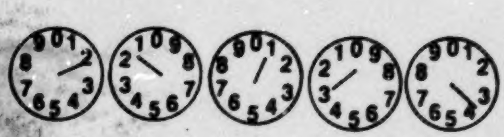
1.


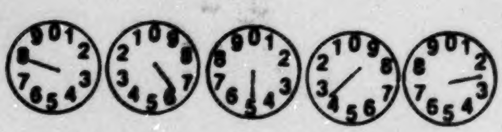
2.


3.


4.


5.


6.


7.


ANSWERS:

1. 15161; 2. 13920; 3. 83313; 4. 64869; 5. 02543; 6. 21133;
7. 86532

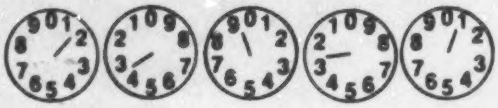
Instruction Sheet I

READING A KILOWATT-HOUR METER*

Electricity is measured and bought by the kilowatt hour (KWH). A kilowatt hour is 1,000 watts of electricity used for one hour. For example, burning ten 100-watt light bulbs for one hour uses 1 KWH of electricity.

How does the electric company keep track of how much electricity you use? The answer is in your electric meter. The electric meter is usually located on the outside wall of your home or apartment. Every month or two a meter reader comes to read the dials on your meter and to report the readings to the company's billing department.

Electric meters are simple to read.



This meter has five dials (some meters have only four). Each dial has ten numbers and a pointer. The pointers move very slowly as electricity is being used. Notice that some pointers move clockwise while others move counter clockwise.

The meter reading is made up from one number from each dial. Follow these rules for reading an electric meter:

1. Always stand directly in front of the meter.
2. Read dials from left to right.
3. When a pointer is between numbers, read the number the pointer has just passed. The number will be the smaller of the two numbers. For example, if the pointer is between 6 and 7, read 6; if it is between 0 and 1, read 0.
4. Write down the numbers in the order read, from left to right. The reading for the meter above is 13920.

---

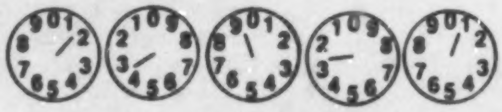
*Adapted by permission from "How to Read Your Electric Meter," Kentucky Utilities Company.

Instruction Sheet II

DETERMINING KILOWATT HOURS USED

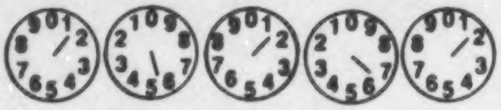
The electric company charges your family for the kilowatt hours used. To determine how many kilowatt hours of electricity were used between the two readings on the meters below, subtract the first reading from the second.

First reading:



___ ___ ___ ___ ___

Second reading:



Current reading	15161
Minus previous reading	-13920
Equals kilowatt hours used	1241

Student Self-Check II

FIGURING KILOWATT HOURS USED

Use the meter readings below to figure the kilowatt hours used from Tuesday to the following Monday; then figure the kilowatt hours used for the week.

Meter Reading

Monday:	13920
Tuesday:	15220
Wednesday:	16470
Thursday:	17775
Friday:	19125
Saturday:	20525
Sunday:	21725
Monday:	23100

ANSWERS:

Tuesday, 1300 KWH; Wednesday, 1250 KWH; Thursday, 1305 KWH; Friday, 1350 KWH; Saturday, 1400 KWH; Sunday, 1200 KWH; Monday, 1375 KWH. Total KWH used for the week 9,180.

Instructor's Final Checklist

READING AN ELECTRIC METER

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student's Daily Meter Readings chart, included:	Accomplished	Not Accomplished
1. The daily meter readings for one week................	☐	☐
2. The kilowatt hours used daily........................	☐	☐
3. The kilowatt hours used for the week.................	☐	☐

Task Assignment Sheet PA-PS-33
Utility Customer Service Representative

Practical Arts

PUBLIC SERVICE OCCUPATIONS

TASK: FIGURING ELECTRIC APPLIANCE OPERATING COSTS

INTRODUCTION

Utility companies often receive complaints from customers about an abnormally high electric bill. Often the source of such a problem is excessive use of an electric appliance. Many utility customer representatives help customers to figure operating costs of appliances. In this task assignment sheet, you will learn how to figure appliance operating costs.

OBJECTIVE(S)

GIVEN three electric appliances and their wattage ratings,

FIGURE THE OPERATING COST OF EACH APPLIANCE FOR ONE WEEK.

THE OPERATING COST must be figured correctly for each appliance.

LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, FIGURING APPLIANCE OPERATING COSTS.
2. COMPLETE Student Self-Check I, FIGURING APPLIANCE OPERATING COSTS.
3. CHECK an electricity rate schedule. FIND OUT the cost per kilowatt hour your utility company charges its residential customers. Your instructor will provide a schedule.
4. FIND the wattage rating listed on three electric appliances you use at home. LIST the name of each appliance, its wattage rating, and the estimated number of hours per week it uses electricity. BRING your list to class.
5. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Figure the operating costs for one week for the three electric appliances you listed in Learning Activity 4. Show how you figure each cost. Turn in the list you prepared in Learning Activity 4 along with your answers.

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Instruction Sheet I

FIGURING APPLIANCE OPERATING COSTS

What you pay to operate an electric appliance depends on three things: its wattage, the amount of time it uses electricity, and the cost of the electricity.

To figure an accurate operating cost for an appliance, follow these steps: (We will use for an example: Color TV rated at 240 watts, used 45 hours per month, at a rate per kilowatt hours of 3¢.)

1.	Find the wattage rating (usually listed somewhere on the product).	240	watts
2.	Convert watts to kilowatts by moving the decimal three places to the left.	.240	kw
3.	Multiply kilowatts by the estimated hours used each month.	x45 10.8	hours kwh
4.	Multiply kilowatt hours by the rate to find the cost of operation for one month.	x.03 $.324	rate your cost

Student Self-Check I

FIGURING APPLIANCE OPERATING COSTS

Figure the cost of operating each appliance below. When you have finished, compare your answers with the ones below. USE YOUR OWN PAPER.

ELECTRIC APPLIANCE	WATTAGE	NUMBER OF HOURS USED	OPERATING COST ($.03 per kwh)
1. Clock	2	24	
2. Clothes Washer	512	2	
3. Clothes Dryer	4,856	3	
4. Hair Dryer	1,000	1	
5. Iron	1,100	1	

ANSWERS: (1) $.0014 (2) $.03 (3) $.44 (4) $.03 (5) $.03

Instructor's Final Checklist

FIGURING ELECTRIC APPLIANCE OPERATING COSTS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In figuring electric appliance operating costs, the student:

	Accomplished	Not Accomplished
1. Determined the wattage ratings for three electric appliances..	[ ]	[ ]
2. Figured the correct operating costs for each appliance for one week..	[ ]	[ ]

Task Assignment Sheet PA-PS-34
Teacher/Tutor

Practical Arts

PUBLIC SERVICE OCCUPATIONS

TASK: IDENTIFYING GOOD TEACHING CHARACTERISTICS

INTRODUCTION

Teachers and tutors (private teachers) have a tremendous responsibility in meeting the educational needs of their students. Attitudes and behavior on the part of the teacher/tutor have a far-reaching effect on the teaching process. In this task assignment sheet, you will learn some important do's and don'ts for teaching.

OBJECTIVE(S)

GIVEN eighteen statements about teaching characteristics,

IDENTIFY THE STATEMENTS THAT DESCRIBE GOOD CHARACTERISTICS.

TWELVE STATEMENTS should be identified.

LEARNING ACTIVITIES

1. RECALL a teacher you have had that you clearly remember--one you liked very much. LIST the attitudes and teaching methods of that teacher. SHARE your list with the class.

2. READ and DISCUSS Instruction Sheet I, DO'S AND DON'TS FOR TEACHING.

3. COPY the DO'S in Instruction Sheet I. INTERVIEW two teachers to find out which five of the DO'S they consider most important. REPORT to the class.

4. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

You will be provided statements about teaching characteristics.

Identify and copy the good characteristics on your paper.

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Instruction Sheet I

DO'S AND DON'TS FOR TEACHING

Teaching is one of the largest professions in the United States. Teachers earn their living by teaching in public schools: kindergarten, elementary, junior high, high school, and specialized schools such as vocational school. They also teach in colleges and universities and in private and parochial (church) schools.

Tutors are private teachers, usually working with one student at a time. they may teach in schools or in private homes.

No matter what the teaching level--kindergarten up to university--there are certain characteristics that make for a "good" and a "poor" teacher. Study the do's and don'ts below.

DO'S

1. Genuinely like students.
2. Be prepared for your lesson.
3. Be well organized. Know exactly what you are going to do.
4. Repeat important points over and over.
5. Be creative and try new approaches.
6. Express yourself clearly.
7. Be enthusiastic.
8. Be patient
9. Be encouraging.
10. Listen to your students.
11. Be polite.
12. Smile.

DON'TS

1. Don't be discouraged.
2. Don't be afraid.
3. Don't lose your temper.
4. Don't yell.
5. Don't set unreachable goals for your students.
6. Don't give answers too quickly.

Instructor's Final Checklist

IDENTIFYING GOOD TEACHING CHARACTERISTICS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
In identifying good teaching characteristics, the student copied the twelve good characteristics.................	[ ]	[ ]

Task Assignment Sheet PA-PS-35
Teacher

Practical Arts

PUBLIC SERVICE OCCUPATIONS

TASK: RECORDING STUDENT ATTENDANCE

INTRODUCTION

A teacher does not just stand in front of the class all day and teach. There are other duties that he/she is required to carry out. One of these duties is keeping a daily record of student attendance. In this task assignment sheet, you will learn how to keep a record of daily attendance.

OBJECTIVE(S)

GIVEN a Record of Daily Attendance form,

RECORD THE DAILY ATTENDANCE FOR ONE WEEK FOR TEN OF YOUR CLASSMATES, AND FIGURE THE AGGREGATE TOTALS.

YOUR COMPLETED FORM will be rated in accordance with the Instructor's Final Checklist.

LEARNING ACTIVITIES

1. STUDY and DISCUSS the Record of Daily Attendance in Instruction Sheet I, KEEPING A RECORD OF DAILY ATTENDANCE.
2. As a class, PRACTICE filling out a Record of Daily Attendance. Your instructor will give you the form and the information.
3. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

You will be provided a Record of Daily Attendance form.

Record the daily attendance for one week for ten of your classmates, and figure the aggregate total.

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Instruction Sheet I

KEEPING A RECORD OF DAILY ATTENDANCE

RECORD OF DAILY ATTENDANCE

Total Days ______ Dismissed ______ Taught ______

Identification Number	Transportation Code	PUPILS' NAMES (List Alphabetically by Grades)		30 M	31 T	1 W	2 T	3 F																Principal Causes of Absences
(1)	(2)	(3)	No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1		Anderson, William	1																					
2		Bell, Edward	2					½																Doctor
3		Butler, Jane	3																					
4		Curtis, Michael	4		1																			Death in Family
5		Franklin, Alice	5			1																		no excuse.
6			6																					
7			7																					
8			8																					
9			9																					
10			10																					
		TOTAL DAYS PRESENT		5	4	4	5	4½																Aggregate Total 22½
		TOTAL DAYS ABSENT		0	1	1	0	½																2½
		TOTAL DAYS MEMBERSHIP		5	5	5	5	5																25

Instructor's Final Checklist

RECORDING STUDENT ATTENDANCE

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In recording student attendance, the student:

	Accomplished	Not Accomplished
1. Listed ten classmates' names in alphabetical order...	☐	☐
2. Listed the dates and days............................	☐	☐
3. Marked all absences for one week.....................	☐	☐
4. Listed principal causes of absences, when available..	☐	☐
5. Figured the correct aggregate totals:		
a. Total days present..............................	☐	☐
b. Total days absent...............................	☐	☐
c. Total days membership...........................	☐	☐

Practical Arts

PUBLIC SERVICE OCCUPATIONS

TASK: MAKING A LESSON PLAN

INTRODUCTION

A good teacher is always well-prepared for the lesson to be taught. A carefully thought-out lesson plan guides the teacher through the lesson from beginning to end. In this task assignment sheet, you will learn how to prepare a good lesson plan.

OBJECTIVE(S)

GIVEN a Lesson Plan Sheet and a lesson topic,

MAKE A LESSON PLAN.

YOUR LESSON PLAN will be rated in accordance with the Instructor's Final Checklist.

LEARNING ACTIVITIES

1. STUDY and DISCUSS Instruction Sheet I, LESSON PLAN SHEET.
2. REVIEW some reference materials, and CHOOSE a lesson topic. Your instructor will provide the materials.
3. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

You will be provided a Lesson Plan Sheet.

Make a lesson plan for the topic you chose in Learning Activity 2.

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Instruction Sheet I

LESSON PLAN SHEET

CLASS Practical Arts

LESSON TOPIC Bad Checks

SPECIFIC OBJECTIVE The learner will list five steps to take in order to cut bad check losses.

MOTIVATIONAL ACTIVITY The learner will find articles about check-related crimes: forgery, cold check, theft, etc.

TEACHING PROCEDURE 1. Read and discuss newspaper articles. 2. Read and discuss "Bad Check are Bad Business." 3. Examine the parts of a check that must be inspected before it is accepted for payment. 4. List steps to take in order to cut bad check losses.

MATERIALS NEEDED 1. Newspaper articles about bad checks 2. "Bad Check are Bad Business" 3. Cancelled checks 4. Pencils and paper

Instructor's Final Checklist

MAKING A LESSON PLAN

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In making a lesson plan, the student:

	Accomplished	Not Accomplished
1. Completed each section of the Lesson Plan Sheet:		
a. Class	☐	☐
b. Lesson topic	☐	☐
c. Specific objective	☐	☐
d. Motivational activity	☐	☐
e. Teaching procedure	☐	☐
f. Materials needed	☐	☐
2. Built all activities around the lesson topic	☐	☐
3. Organized the plan in a logical teaching sequence	☐	☐

Task Assignment Sheet PA-PS-37
Tutor

Practical Arts

PUBLIC SERVICE OCCUPATIONS

TASK: TUTORING

INTRODUCTION

You will remember that a tutor is a private teacher, often working with only one learner. Tutoring requires the same planning as any other type of teaching. The way the lesson is presented may be different. In this task assignment sheet, you will learn to tutor one learner.

OBJECTIVE(S)

GIVEN a learner, a lesson plan, and a Tutor Log,

TUTOR THE LEARNER AND COMPLETE THE TUTOR LOG.

THE LESSON PLAN activities should be carried out, and ALL SECTIONS of the Tutor Log should be completed.

LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, TUTORING A LEARNER.
2. WATCH your instructor demonstrate tutoring techniques.
3. REVIEW the lesson plan you made in Task Assignment Sheet PA-PS-36. ASSEMBLE the materials you will need to teach the lesson.
4. CHOOSE a classmate to tutor.
5. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

You will be provided a Tutor Log.

Tutor the classmate you chose in Learning Activity 4, and complete the Tutor Log.

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Instruction Sheet I

TUTORING A LEARNER

Tutoring requires careful planning and enthusiasm on the part of the one tutoring. Here are some suggestions that should help you work with your learner:

1. Have all materials ready.

2. Go through each step of your lesson plan:

   a. Introduce the topic.
   b. Explain the objective. The learner should understand exactly what is expected of him/her.
   c. Present the motivational activity.
   d. Follow through the teaching procedure.

3. Use good teaching methods:

   a. Emphasize important points.
   b. Look the learner in the eye when talking and listening to him/her.
   c. Be enthusiastic.

Instructor's Final Checklist

TUTORING

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In tutoring a classmate, the student:

	Accomplished	Not Accomplished
1. Carried out the lesson-plan activities..............	☐	☐
2. Completed all sections of the Tutor Log..............	☐	☐

Task Assignment Sheet PA-PS-38
Teacher

Practical Arts

PUBLIC SERVICE OCCUPATIONS

TASK: HANDLING STUDENT/TEACHER SITUATIONS

INTRODUCTION

A teacher must deal with a variety of situations in the classroom. How situations are handled often affect the success or failure of the teacher. In this task assignment sheet, you will handle some student/teacher situations.

OBJECTIVE(S)

GIVEN four cases describing student/teacher situations and possible solutions,

CHOOSE THE BEST SOLUTION FOR EACH CASE.

THE BEST SOLUTION should be chosen for at least three of the situations.

LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, TIPS ON HANDLING STUDENT/TEACHER SITUATIONS.
2. PARTICIPATE in a skit about a student/teacher situation. Your instructor will tell you more about this activity.
3. ARRANGE wtih your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

You will be provided cases describing student/teacher situations and possible solutions.

Copy the best solution for each case.

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Instruction Sheet 1

TIPS ON HANDLING STUDENT/TEACHER SITUATIONS

Each problem situation that occurs in the classroom requires special handling. However, there are some basic rules that every teacher should follow when dealing with a situation. Study the list below.

1. Acquaint yourself with school policies.
2. Strive to be basically friendly.
3. Control your temper; don't yell.
4. Strive to encourage success.
5. Be honest with every student.
6. Be fair with all students. Don't allow one student to "get by" with an action while punishing another for the same action.
7. Be consistent in enforcing rules. Students want to know what is expected of them at all times.
8. Treat violations of the rules immediately.
9. Direct your remarks to individuals. Do not begin your remarks with "class" or "students." When you begin that way, the offenders rarely consider that you are really talking about them.
10. Be the first to admit it when you are wrong.
11. Do everything possible to achieve a good working relationship.

Instructor's Final Checklist

HANDLING STUDENT/TEACHER SITUATIONS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
The student chose the best solution for at least three of the cases describing student/teacher situations........	[ ]	[ ]

Task Assignment Sheet PA-PS-39
Librarian

Practical Arts

PUBLIC SERVICE OCCUPATIONS

TASK: MAKE LIBRARY CATALOG CARDS

INTRODUCTION

A librarian likes to be of service to people. One of the most important services he/she offers is in assisting people find the right kind of books. The library card catalog gives most of the information needed. The necessary cards are usually made out by the librarian. In this task assignment sheet, you will learn how to make library catalog cards.

OBJECTIVE(S)

GIVEN an author card,

MAKE THE EXTRA CARDS FOR THE CARD CATALOG.

THE CORRECT NUMBER of cards should be made, and the CORRECT INFORMATION should be entered on each card.

LEARNING ACTIVITIES

1. READ and DISCUSS Instruction Sheet I, MAKING EXTRA CARDS FOR THE CARD CATALOG.
2. VISIT a library. LOOK THROUGH the card catalog and FIND an author card with extra card listings at the bottom. FIND the extra cards for the author card.
3. CHOOSE an author card with extra card listings from the card catalog. COPY the information from the author card onto an "index card." BRING your index card to class. EXCHANGE cards with a classmate.
4. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Make the extra cards for the author card you received in Learning Activity 3.

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Instruction Sheet I

MAKING EXTRA CARDS FOR THE CARD CATALOG

When a library buys a new book, the librarian often makes out an author card on the book. The card lists the author's last name first and gives a description of the book. The call number is then listed in the upper left hand corner of the card and tells where the book is located in the library. Look at the author card below.

372.4 SMITH, VERNA
an

Reading for pleasure; the story of recreational
reading, by Verna Smith.
School Press 1981 25 p. illus.

1. Title
2. Reading

But what about the ones who do not know the author of the book? They know only the title or the subject. The librarian has to make other cards for these people.

Look at the bottom of the author's card. You see "1. Title, 2. Reading." This notation tells you that two more cards must be made for the book.

The first card will be the title card. It will carry the title of the book as a heading. Look at the card below.

372.4 READING FOR PLEASURE
an

The story of recreational reading, by Verna Smith.
Verna Smith. School Press 1981, 25 p. illus.

Instruction Sheet I (p. 2)

The next card will be the subject card. It will carry the heading "Reading". Look at the subject card below.

372.4 READING
an

Reading for pleasure; the story of recreational reading, by Verna Smith.
School Press 1981 25 p. illus.

Instructor's Final Checklist

MAKING LIBRARY CARDS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
In making extra cards for the card catalog, the student:		
1. Made a card for each one listed on the author's card..	[ ]	[ ]
2. Entered the correct leading on each card.................	[ ]	[ ]
3. Entered the correct description and call number on each card..	[ ]	[ ]

Task Assignment Sheet PA-PS-40
School Librarian

Practical Arts

PUBLIC SERVICE OCCUPATIONS

TASK: PREPARING A BOOK DISPLAY

INTRODUCTION

A school librarian loves to read and encourages students to read. He/she knows that reading will help them for the rest of their lives. One way to create interest in reading is to prepare attractive book displays. In this task assignment sheet, you will learn how to prepare a book display.

OBJECTIVE(S)

PREPARE A BOOK DISPLAY FOR A TOPIC OF YOUR CHOICE.

YOUR DISPLAY should depict the topic in an attention-getting manner.

LEARNING ACTIVITIES

1. CHOOSE a topic for a book display.
2. LOOK in the card catalog in the library to IDENTIFY books on your topic. REVIEW the books and SELECT several to include in your display.
3. CHECK OUT the books you selected in Learning Activity 2,

   OR

   MAKE a list of the books you selected in Learning Activity 2.

   (Your instructor will tell you whether to check out the books or make a list.)
4. LETTER a sign showing the topic of your book display.
5. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

CHECK-OUT ACTIVITIES

Prepare a display of books or of a book list.

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Instructor's Final Checklist

PREPARING A BOOK DISPLAY

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In preparing a book display, the student:	Accomplished	Not Accomplished
1. Chose books that depict the topic....................	[ ]	[ ]
2. Displayed the books or book list in an attention-getting manner..	[ ]	[ ]